

# IVY LANE SCHOOL



## CURRICULUM POLICY (IVY/POL075)

Review date	Date agreed	Next review
January 2020	January 2020	July 2020

# IVY LANE SCHOOL

## CURRICULUM POLICY

### **Intent**

We aim to equip our children with skills and knowledge through an engaging, meaningful and in-depth curriculum. At Ivy Lane, we want our children to embody the school's ethos of 'Learning for Life' and develop a life-long appetite for learning. Therefore, the curriculum is designed to build on children's prior learning, offer real life experiences and challenges, whilst also encouraging the children to develop their unique talents, interpersonal skills, resilience and become creative, critical thinkers.

We use our Ivy Lane values (see below) to stimulate positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

### **Our school values**

#### *Value Learning*

By being open-minded

By rising to challenges

By valuing different skills and knowledge

#### *Value the Environment*

By caring for our school

By appreciating the natural world

By respecting the local environment

#### *Value Others*

By being a good team player (and citizen)

By caring and sharing

By respecting others (beliefs, ideas and feelings)

#### *Value Ourselves*

By looking after ourselves (including on the internet)

By having good manners & being honest

By trying our best

### **Implementation**

We aim to achieve this by:

- Having high expectations of all children in their learning
- Promoting high standards of behaviour & the school values
- Providing opportunities for parental partnership & involvement
- Valuing high attendance

- Offering a broad & balanced curriculum with a local, national & global focus
- We have some whole school pauses that focus on specific areas of the curriculum and which are delivered at different levels and different focuses for different age groups.
- Blocking some subjects to ensure we are giving quality time to embed the skills and knowledge
- Aiming for all our children to be competent readers and read for pleasure
- Harnessing technology to support learning
- Promoting sports and healthy lifestyles
- Teaching 'Learning for Life' skills
- Giving all children the opportunity to experience the arts & the 'natural world'
- Utilising the local and wider community to encourage 'out of class' learning
- Providing opportunities for all our pupils to be active citizens within the school & wider community

### **Curriculum Structure**

Ivy Lane's curriculum (Year 1 to Year 6) is organised into blocks throughout the year. This means that History, Geography, Art and Design will rotate in Themes throughout the year whilst Physical Education, Music, Computing, Religious Education, Science, French/Spanish and Personal Social and Health Education (PSHE) will be taught discretely every week.

Organising our History, Geography, Art and Design teaching into Themes has enabled us to **explicitly teach the knowledge and skills** needed for each Theme, whilst ensuring we are offering enhancement lessons (from the other subjects) alongside this, to develop children's contextual understanding. Where appropriate, the Foundation Stage also take part in aspects of the Themes but they mainly follow a personalised curriculum reflecting the children's interests and stages of development.

Each Theme is planned around an **enquiry-led learning** process. This means that each Theme provides learners with key questions that are too big to answer in one go, but not so conceptually large that our learners do not understand them. The purpose is to guide pupils through a scaffolded process, answering a big question by producing a piece of work, such as a piece of writing, performance or animation.

A **Knowledge Organiser** is created for each new Theme. This document contains the essential knowledge and vocabulary that children will need to know as part of the new Theme they will be studying in class. The Knowledge Organisers are designed to be used at home by parents to help children learn the information covered in the Theme. We also use these Knowledge

Organisers in school as a reference point for the Theme lessons. They will be stuck into books at the start of each Theme to make the new Theme clear and ensure that the Knowledge Organiser is accessible to use.

The initial lesson for a new Theme is focussed on finding out what the children already know and subsequently what they would like to know. The following lessons then build on each other to create a 'Learning Journey' that will be displayed in each classroom. This will ensure children start to build contextual knowledge and that they are being supported to retain the knowledge and skills that they learn. At the end of each Theme, children self-assess the skills covered in that Theme to support teacher assessments and ensure progression throughout the year.

We asked the children what they would like to see in their curriculum; they told us the following:

- Lots of practical activities
- Opportunities for independent learning and "Challenges"
- Working together
- Experts, Visitors and Visits
- Theme days, assemblies and performances
- Whole class books

### **Legislation and guidance**

The curriculum is assessed against the National Curriculum Learning Objectives and is based on the achievement of age related expectations. We want our children's learning to be secure and embedded so that they have a firm foundation upon which to build their future learning. At the end of Reception, Year 2 and Year 6 children are assessed according to statutory guidelines. In Reception this is known as the Early Years Foundation Stage profile and in Years 2 and 6, Statutory Assessment Tests. In addition, the Year 1 children take part in the national Phonics Check.

This policy also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010.

### **Inclusion**

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment

- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **Roles and Responsibilities**

### **The governing board**

The governing board will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

### **Head of School**

The Head of School is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### **Monitoring arrangements**

The Senior Leadership Team and Curriculum leader monitor coverage of subject learning outcomes and compliance with EYFS statutory requirements through:

- Quality of teaching and learning
- Planning scrutiny
- Subject leader meetings
- Book scrutiny
- Observations/ learning walks
- Assessment and attainment outcomes in line with the expectations for year groups

Subject leaders monitor the way their subject is taught throughout the school by:

- Review of subject attainment
- Learning walks
- Planning scrutiny
- Book scrutiny

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Curriculum leader in conjunction with the Senior Leadership Team. At every review, the policy will be shared with the full governing board.

### **Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Non-examination assessment policy
- Special Educational Needs & Disabilities Policy
- SEN policy and information report
- Equality information and objectives

Written by: Charly Orchard  
Date: January 2020

Agreed by staff and Governors  
Date: January 2020