



Eton Porny C. of E. First School

Policy Document

CURRICULUM POLICY

Category: Non - Statutory	Approved by Headteacher: <i>Katherine Russell</i>
For Review By: Headteacher	
Review Schedule: As required	
Next Review Date: As required	

*We are all created unique and special.
He made us all perfect having our own uniqueness.
1 Peter 4:10-11 'God has given each of you a gift from his great variety of spiritual gifts.
Use them well to serve one another.'*

Curriculum Policy

Curriculum intent

Our ethos of a mastery curriculum makes learning challenging, engaging and investigative through skilfully scaffolded learning opportunities, to achieve greater breadth and depth of understanding, and encourages all pupils to achieve their potential (Practical, Pictorial, Abstract, Application).

We support all pupils to develop higher order thinking skills and adopt a range of flexible learning and teaching strategies to keep the most able children interested, motivated and challenged. All pupils are encouraged to become independent learners and given opportunities to question, problem solve and apply their knowledge and understanding in more depth.

Provision for more able pupils is not just confined to the classroom and meeting their needs is promoted in other areas of school life; through taking responsibility, taking a leadership role, developing initiative and caring for others.

It is broad, balanced and meets the requirements of the national curriculum. It has a project-based, thematic approach and provides children with a range of rich and memorable learning experiences.

Aims

- Engage children through interesting topics and hands-on activities.
- Make meaningful links between subjects.
- Develop children's skills, knowledge and understanding of a range of themes and concepts.
- Make effective connections to the real world.
- Help children to think creatively and solve problems.
- Develop children's capacities to work independently and collaboratively.
- Enable children to make choices about their learning.
- Take account of children's interests and fascinations.

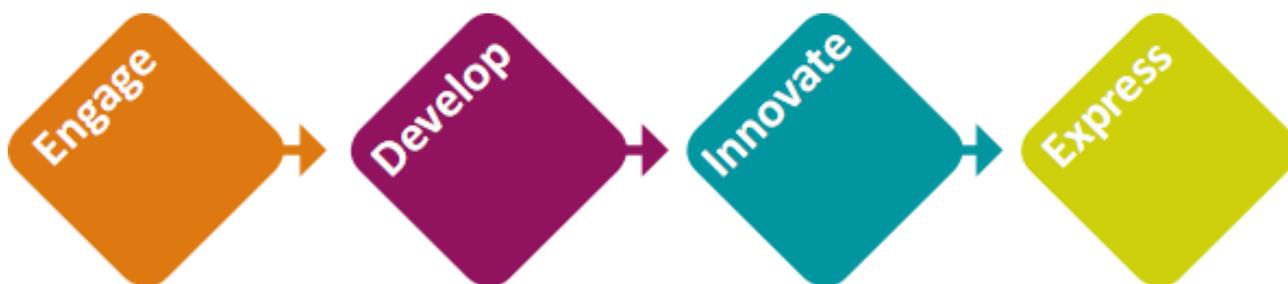
Our approach:

- develops children to the best of their abilities
- helps children to find their passions and interests
- facilitates children's acquisition of knowledge, skills and understanding
- helps children to develop intellectually, emotionally, socially, physically and morally

- assists children in becoming independent, responsible, useful, confident and considerate members of the community
- promotes a positive attitude towards learning, so children enjoy coming to school
- helps children to acquire a solid basis for lifelong learning
- creates and maintains an exciting and stimulating learning environment
- ensures that each child’s education has continuity and progression
- enables children to contribute positively within a culturally diverse society

Structure

Our curriculum is built on The Four Cornerstones of Learning – Engage, Develop, Innovate and Express. These are four distinct stages that actively promote children’s learning and thinking.



The Four Cornerstones of Learning link explicitly to pupils’ spiritual, moral, social and cultural (SMSC) development.

The focus for teaching and planning in each Cornerstone is as follows.

- **Engage**
 - hook learners in with a memorable experience
 - set the scene and provide the context
 - ask questions to provoke thought and interest
 - use interesting starting points to spark children’s curiosity
- **Develop**
 - teach knowledge to provide depth of understanding
 - demonstrate new skills and allow time for consolidation
 - provide creative opportunities for making and doing
 - deliver reading, writing and talk across the curriculum
- **Innovate**
 - provide imaginative scenarios for creative thinking
 - enable and assess the application of previously learned skills
 - encourage enterprise and independent thinking
 - work in groups and independently to solve problems
- **Express**
 - encourage reflective talk by asking questions
 - provide opportunities for shared evaluation
 - celebrate success
 - identify next steps for learning

Memorable Experience

Each Imaginative Learning Project (ILP) begins with a memorable experience that stimulates children’s curiosity and prepares them for a new theme. A memorable experience often involves an educational visit out of school or a visitor coming into school to share their expertise with the children.

Curriculum design for KS1 and KS2

Our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects. Projects last either a half or full term depending on the amount of content and the children's interests. In some cases, projects may be taught for a shorter period, for example during a science or art week.

Subject coverage

- **English**

- **Reading**

We use the Read Write Inc phonic programme in Reception and Year One, with additional phonics intervention for children in Year Two who have not passed their phonics screening test. The children are taught to learn new sounds, develop fluency in reading, as well as their understanding of texts. We assess the children regularly, in addition, we teach pupils to work effectively with a partner to explain and consolidate what they are learning. Information about this scheme is shared with parents through workshops. Information about the sounds the children are learning is sent home regularly in reading records.

At Eton Porny, we feel that it is important for pupils to have enjoyment of, and engagement with a variety of texts. Once pupils have moved past the phonics programme, they are taught more complex comprehension skills, which are designed to help children to infer, summarise, question, clarify, predict and argue a point of view. The children are also taught to make connections between texts and their own experiences, and are encouraged to take their own meaning from each text, becoming independent and critical thinkers.

We want children to develop a rich vocabulary and a love for reading, and we encourage children to read as often as possible. Children will also bring home a book, from the school reading scheme, which they should be encouraged to read on a daily basis. Children also have the opportunity to visit the school library once a week during a lunchtime club. We are developing links with our local library in Eton and each class will have an opportunity to visit the library during the school year.

- **Writing**

All children write regularly for a variety of purposes and audiences, using poetry, narratives and non-fiction. Spelling, punctuation and grammar are taught explicitly, as well as in the context of the children's individual work. Children are encouraged to redraft and edit their work where necessary and respond to the 'fix its' given by the class teacher in order to further and consolidate their learning.

At Eton Porny, we encourage children to use a cursive, joined script with lead-ins for all letters. This is taught from Term 1 in EYFS. Once children have developed a neat, joined style, and they are using it consistently in all of their writing, they earn a pen license, which is presented to the children as part of our weekly celebration assemblies. A pen is then used for 'publishing' pieces of their work.

Teachers make use of a wide variety of resources to motivate and enthuse young writers, including the use of film, pictures and story books to stimulate imaginative, creative writing. As part of our Cornerstones Curriculum children are also provided with a variety of cross-curricular writing opportunities.

From Year One, children are taught spelling patterns each week which correlates to the expected standard for their year group. These are then taken home to be practised and they also practise these spellings daily at school. Children are then tested on this pattern the following week.

- **Mathematics**

At Eton Porny our aim is to create a learning environment that inspires a fascination for number. A child who enjoys maths from the start of their formal education is willing to explore and investigate. Those investigations are the foundations for a secure understanding of mathematics. We aim to make maths fun whilst ensuring that the children have an increasingly secure fluency with their number facts and a solid understanding of how the number system works. As part of our Cornerstones Curriculum, children are also provided with a variety of cross-curricular opportunities for applying their mathematical skills. We hope to open their minds to the possibilities found in open-ended investigations and to be able to solve real life problems with their number knowledge. They will develop resilience, an open mind and the ability to be systematic. Our maths lessons are about collaboration, investigation and understanding the processes involved, just as much as an ability to apply them therefore the children will be working on developing their reasoning skills.

- **Big Maths**

From Year One, children take part in a daily Big Maths session. Big Maths is an approach to teaching number that aims to ensure that children are confidently numerate as they progress through school. It provides a rigorous and progressive structure and enables children to fully embed key skills and numeracy facts through fun and engaging lessons. It is based on 4 key elements which make up each maths lesson: CLIC.

- **Counting:** Counting is done in many ways including counting forwards and backwards in various increments; work on place value and reading and ordering numbers.
- **Learn Its:** *Learn Its* are 72 number facts which are learnt throughout the years up to Year 4. They are split across the different terms so that each class works on a few *Learn Its* at a time to ensure they are fully embedded. 36 are addition facts and 36 are multiplication facts; these are learnt in class and practised at home and are tested once a week.
- **It's Nothing New:** Children use a bank of facts and methods that they already have to solve problems and that each step of progress is very small; children will use and apply their skills and methods to a range of different situations and problems.
- **Calculation:** This is often the main part of the maths lesson which focuses on teaching solid written and mental methods for addition, subtraction, multiplication and division. The children move through progress drives which introduce small, focused steps of progress throughout the year.

There are two parts to Big Maths Beat That! that we use to assess all children in at the end of every week. These parts are:

- The **CLIC** Challenges
- The **Learn Its** Challenges

These are fun and engaging weekly progress checks in which children try to beat their best ever score. These Big Maths Beat That! Challenges informs class teachers and parents of the gaps in learning and shows which children have embedded a learning step.

- **Science**
Science is fully covered throughout the curriculum. Some projects have a science focus, and others will have less of a scientific emphasis.
- **Foundation subjects**
The foundation subjects – history, geography, design and technology, art and design, PE and music – are integrated into each project and provide enrichment across the curriculum.
- **Religious education**
RE is a statutory part of the curriculum and we follow the Oxford Diocesan syllabus.
- **PHSE and citizenship**
PHSE and citizenship are important aspects of our curriculum and are taught both discretely and within the projects.
- **ICT and computing**
The core skills of ICT are taught as a discrete programme across school. However, other elements of the computing curriculum are integrated into the curriculum as part of project work. These include online-safety, digital publication and presentation, research, data handling and the use of digital media.

Timetables

Each year group has a set of non-negotiable allocations for various aspects of the curriculum, including English, mathematics and PE. Teachers are free to arrange their afternoon timetable to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive afternoons.

Assessment of the curriculum

The Cornerstones system for curriculum assessment is currently being trialed for science in Year 2 in November with the view of introducing it to the rest of the school during the Spring Term depending on feedback and changes necessary to apply to our own situation.