



# Eton Porny C. of E. First School

## Policy Document

### CURRICULUM POLICY

<b>Category:</b> Non - Statutory	<b>Approved by Headteacher:</b>
<b>For Review By:</b> Headteacher	
<b>Review Schedule:</b> As required	<b>Overviewed by LGB:</b>
<b>Next Review Date:</b> 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 is rooted in a mastery curriculum which promotes a positive attitude towards learning by making it challenging, engaging and investigative through skilfully planned opportunities. This allows children to achieve their potential whilst developing greater breadth and depth of understanding. We support all pupils to acquire higher-order thinking skills and foster a growth-mindset. We adopt a range of flexible learning and teaching strategies to keep all children interested, motivated and challenged.

All pupils are encouraged to become independent learners and are given opportunities to question; problem solve; apply their knowledge and understanding in more depth. Provision for pupils is not just confined to the classroom and meeting their needs is promoted through a stimulating learning environment and through a wide range of carefully planned trips, visitors and experiences. Pupils are supported to contribute to other areas of school life including taking on a responsibility or leadership role, becoming active citizens, developing their initiative and caring for others in our culturally diverse society. It is broad, balanced and meets the requirements of the national curriculum and provides continuity and progression in their education. It has a project-based, thematic approach and provides children with a range of rich and memorable 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 to understand cultural, social and environmental aspects of places around the 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 and inspire children to find their passions and interests.

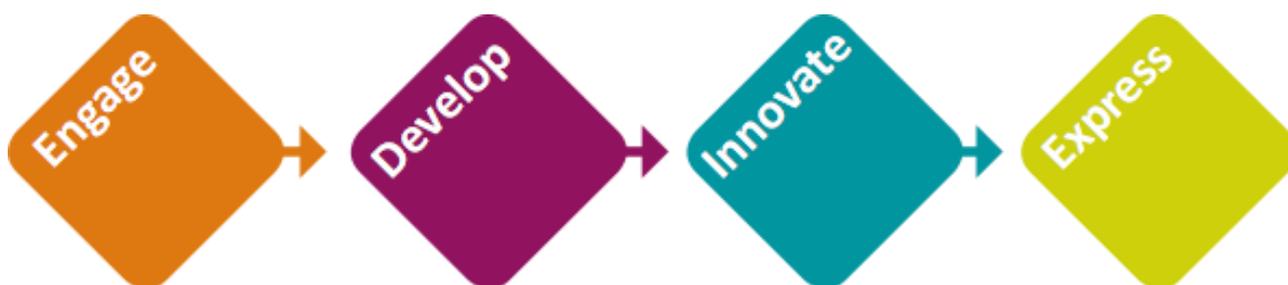
## Implementation

Our school vision and pedagogy policy clearly encapsulate the intention and implementation of our provision *'pedagogy should at its best be about what teachers do that not only helps children learn but actively strengthens their capacity to learn and how to learn.'*

All teachers attend half-termly planning meetings to map out the learning for each year group. Having all teachers in these meetings ensures that there is specialist input from subject leaders. Teachers use their knowledge of the individual cohorts, their subject knowledge and draw on professional development to ensure they have a good understanding of developments in the subject and curriculum areas. They use progression documents and a coverage checker to ensure coherent development in children's acquisition of knowledge and skills.

The curriculum is well-resourced and supported by trips, visits and experiences that hook children into their learning and develop their cultural capital. Strong links with the local community (e.g. Eton College Outreach, local businesses, charities and places of worship) enhance the experiences for the children. Children's learning is further enriched by drawing on specialist provision in areas including music and PE. Parents are well-informed about the curriculum and are invited to express events which provide opportunities for them to be engaged with and celebrate their children's learning. This is further supported and reinforced through meaningful home learning projects and access to a range of extra-curricular provision.

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

## **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 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. From year 2, children take home a reading comprehension weekly that is reviewed in class. We have developed links with RBWM library services and receive book boxes, for each class, each half-term linked to their project.

- **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.

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. We follow the Concrete –Pictorial – Abstract approach in school. 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 develop number fluency and 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.

Each child, from year 1 upwards, also has access to Doodle Maths which is an app the children can access at home or at school to reinforce their learning. Children are encouraged to complete this little and often.

### Curriculum Intent for all subjects

#### History

At Eton Porny our history teaching will provide coherent knowledge and understanding of Britain's past and that of the world in a chronological context. Our intention is to inspire pupil's curiosity about the past and identify similarities and differences to their life. This will lead children to ask increasingly perceptive questions and think critically about evidence and challenge. We believe they should use the history of the locality to experience and research history where it happened. Our aim is to help pupils understand people's lives, how they change, the range of societies and the relationships between them. Finally through History teaching we try to help pupils understand their own identity and the challenges that they may be growing up to face.

#### Geography

At Eton Porny our goal is to instil in pupils a real curiosity and fascination about the world and its people reflecting the current climate of environmental issues and deepening understanding about these issues through informed discussion. Through quality teaching and experiences we aim to equip pupils with knowledge about diverse places, people and resources from the natural and human environment.

#### Computing

We aim to embed computing fully in all areas of our curriculum to be used flexibly within our topic led projects. It should enable pupils to use computation thinking to begin to understand and think how it might change the world. Within this subject one of our overriding priorities is teaching children to participate safely in the digital world around them. We aim to ensure children become digitally literate so they become active participants and can communicate, express themselves and develop their ideas to the full. We intend children to have confidence to understand and apply essential principles like working with data, collaborating to solve problems, and developing computer programs. Pupils need to be conversant in exchanging and presenting information in digital formats to prepare them for life in an increasingly technological world today and in the future.

#### Design and Technology

At Eton Porny we ensure children have the opportunity to use their creativity and imagination to design and make products that solve real and relevant problems in a variety of contexts. The children are encouraged to design, generate and evaluate ideas in a practical manner. They will use a range of mediums, skills and technical knowledge to create a quality end product. An important part of our intentions is that the children develop life skills whilst learning about the importance of a balanced diet and to produce a variety of dishes. Within DT we actively promote the concept of growth mind-set, where children are encouraged to take risks in order to become innovative, enterprising and resourceful citizens.

#### Art and Design

At Eton Porny we meet the aims of the NC by promoting, curiosity, creativity and self-expression. This also engages, inspires and challenges children at their level and enable them to be ready and confident to take ownership of the next step in their Art and Design learning. We do our best to engage and develop the skills that transfer well to other curriculum areas and provide opportunities for all children to use these skills in a meaningful contexts. Through our curriculum setup we try to maximise the children's exposure and understanding of art from different periods and cultures. They will also explore a range of historical artists building upon their ideas and recorded experiences. Lastly children will use a wide variety

of mediums and learn how to robustly evaluate and analyse their creative works. We aim to equip children to experiment, invent and create their own works.

### Physical Education

At Eton Porny we recognise and promote the value of Physical Education and aim for our provision to be enjoyable, physically demanding, accessible and with a range of opportunities to be competitive. This is to build character and embed values of fairness and respect through becoming an effective team player. Eton Porny is committed to ensuring all children have access to high quality Physical Education and sport by meeting the aims of the National Curriculum and offering quality extracurricular activities. We want children to be well informed and to have the skills and knowledge to lead a healthy and active lifestyle now and in the future.

### Music

At Eton Porny we strive to instil a love of music whilst meeting the aims of the National Curriculum. Music is used to actively unite the school providing opportunities for children to be creative and perform together, share their talents and develop self-confidence. We endeavour to intertwine and embed music into our daily life at school giving children a good platform to develop skills and express themselves fully through music. From this platform children can grow in confidence to apply and build these skills outside of the school environment.

### Science

Through Science we aim to provide children with a strong understanding of the world around them whilst they acquire specific scientific skills and knowledge. They will develop a deep understanding of important scientific processes which will prepare them for life in an increasingly scientific world today and in the future. Science is vital to the world's prosperity so we encourage building on our children's natural curiosity to develop a scientific approach to problems. The children will develop the ability to predict and analyse, using a range of skills including observations, planning, investigations and questioning. We want children to be able to quickly make sense of the world around them using their scientific senses and have confidence that these senses will grow to help them tackle future scientific problems and issues.

### Personal, Social, Health and Economic (PSHE).

Our PSHE curriculum is designed as a whole-school approach, giving well-structured, progressive lessons with a clear aim of preparing our children for life, helping them really know and value who they are and understand how they relate to other people in this ever-changing world. We include statutory Relationships and Health Education to give children relevant learning experiences helping them to navigate their world confidently and to develop positive relationships with themselves and others. At Eton Porny there is a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Lastly we strive to devote time and space to the development of mindfulness allowing our children to advance their emotional awareness, concentration and focus.

### Subject Implementation.

- **Science**

Science is fully covered throughout the curriculum using a set of projects which have been carefully chosen and balanced through 'Cornerstones' to maximize coverage and progression. Some projects have a stronger science focus, and others will naturally have less direct links to science. The coverage checker enables us to map out and highlight areas that may need to be strengthened as the year progresses. Our collaborative planning sessions allow for reflection on the science covered and any gaps highlighted to be strengthened more discretely as the year progresses.

- **Foundation subjects**

The foundation subjects – history, geography, design and technology, art and design and music – are integrated into each project and provide enrichment across the curriculum. The skills and knowledge framework offers clear learning progression in each subject, with incremental steps leading to well-defined endpoints. The Cornerstones curriculum we follow has been carefully developed to maximize coverage and ensure coherently sequenced progression.

Music is also as an integral part of collective worship sessions where children enjoy and develop skills to perform using their voices regularly.

- **Religious education**

RE is a statutory part of the curriculum and we use the Discovery RE and Understanding Christianity scheme to plan, deliver and assess lessons. The planning of RE is done collaboratively as a whole school teaching team and we look to apply Discovery RE and Understanding Christianity flexibly to provide rich and varied learning experiences and create a range of meaningful outcomes. Alongside Discovery RE we use 'Understanding Christianity' to support the Christian modules and provide more depth and background when needed.

- **PHSE and citizenship**

PHSE and citizenship are important aspects of our curriculum and are taught both discretely using the Jigsaw PSHE scheme and within the projects when opportunities arise. RSE is also coherently sequenced and progressed through the school within our PSHE teaching.

- **Computing**

Most elements of the computing curriculum are integrated into the curriculum as part of the Cornerstones project work. These include online-safety, digital publication and presentation, research, data handling and the use of digital media. Other parts of the computing curriculum are linked in as much as possible with areas like programming sometimes needing to be taught in discrete sessions initially for children to confidently access and then apply their learning.

- **PE**

PE is taught weekly and is partly delivered with the support of Windsor School Sports Partnership (WSSP) who support with skilled and specialized staff working alongside our own teachers to coach in covering key parts of this subject. Again elements of our topic projects are woven in our PE lessons where possible. In addition year 3 and 4 children have swimming lessons in the Spring and Summer terms delivered in carefully differentiated groups taught by a qualified swimming instructor.

### **Impact and assessment of the curriculum**

We assess the impact of our curriculum through pupil and parent feedback, lesson observations, planning and learning scrutinies. Also within our teaching we plan carefully to give children time to explore where they are at the beginning of a topic and then more time to self-assess the learning they have retained and where they might need to focus next at the end. We actively use the subject specific progression documents to measure the impact of learning provision. Teacher assessments for learning judgments are recorded on Insight Tracking for each individual child termly to formally record their achievements. Using this data we undertake half termly pupil progress meetings where class and individual development are cross checked and strategies put in place to maximise the effect of teaching and interventions.

### **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. We also build in flexibility for subjects and activities be 'blocked' or run over successive afternoons when this is judged educationally beneficial.