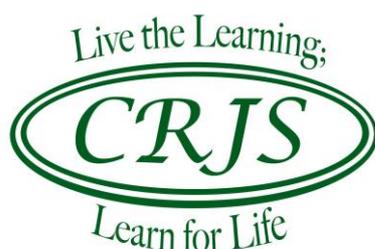


Curriculum policy

Crawley Ridge Junior School



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| Approved by: | Sue Knight | Date: 21 st February 2018 |
| Last reviewed on: | February 2018 | |
| Next review due by: | February 2021 | |

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1. Aims

Our curriculum aims to:

- *Provide a broad and balanced education for all pupils*
- *Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations*
- *Support pupils' spiritual, moral, social and cultural development*
- *Support pupils' physical development and responsibility for their own health, and enable them to be active*
- *Promote a positive attitude towards learning*
- *Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support*

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It 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](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

3. Roles and responsibilities

3.1 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
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Head Teacher

The Head Teacher 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
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- 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

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Subject Leaders 2018-19

| | | | |
|-------------------------------|-------------------------------|--------------------|-----------------|
| English | Maths | Science | Computing |
| Sarah Chick Sarah Jolliffe | Laura Smart & Tyler Davies | Lauren Woodward | Tyler Davies |
| Physical Ed | Geography | History | Religious Ed |
| Sarah Adams | Emily Hayer | Emily Hayer | Tracey John |
| Art & DT | MFL | Music | Inclusion & SEN |
| Tracey John Laura Smart | Rachel Taylor | Sue Knight | Lisa Culligan |
| PHSE | Assessment | Educational Visits | Library |
| Rachel Taylor | Laura Smart Sarah Jolliffe | Sue Knight | Jan Gulliford |

It is the role of each subject leader to keep up to date with developments in their subject at both national and local level. They review the way the subject is taught in the school and plan for improvement.

An effective subject leader will:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Support staff development and improve the quality of teaching and learning over time
- Monitor pupil progress in that subject area by working alongside colleagues, book scrutinies, pupil interviews, lesson observations and planning scrutiny.
- Monitor and evaluate teachers' planning and teaching
- Keep up to date with development in their subject by relevant reading and CPD.
- Provide efficient resource management for the subject
- Present information on the subject to governors and parents.

4. Organisation and planning

At Crawley Ridge Junior School the curriculum is taught through a topic based approach as far as possible. The ethos is one of hands-on learning and topics are enriched with trips and workshops. These provide a shared experience for a class and lead to high quality writing and topic work. Teachers are responsible for planning, evaluating and teaching in their classes. Long term planning maps out the expectations for the year and these are shared in jigsaw form on the school's website. Medium term plans separate out the different aspects of the curriculum and map out the learning over a unit of work. Short term plans outline the individual lessons and adaptation made for individual classes and children. There is no format for short term planning so that teachers only do what they feel is necessary.

Mathematics

The school follows the mastery approach to maths which has number at its heart. It works by building on prior learning in small steps to ensure children have a secure understanding before moving on. Our long term planning is structured so teachers cover the National Curriculum in blocks. The children return to previous learning by applying their skills in problem solving contexts. All our blocks of learning follow the

mastery approach of starting with concrete resources. When the children have fully grasped the concept, pictures are used as an alternative to the concrete objects. Finally, the pictures are replaced by the abstract digits when children are secure. From this point, the children apply their reasoning skills; showing a deep understanding of the block of learning before moving onto the next.

Consistency in planning comes from teachers using the same planning code on their Smart Notebook slides. Each lesson involves a range of activities such as: individual whiteboard tasks, partner work and small group work which encourage the use of specific vocabulary alongside the concrete, pictorial and abstract representations.

Formal written methods for all four operations are taught following the exemplifications in the National Curriculum. However, in order to ensure the children fully understand the concept behind the algorithm, informal methods are taught alongside concrete resources and pictures before moving onto formal methods.

Although Mathematics cannot always be taught through topics, links are made wherever possible especially with the use of statistics in Science.

English

As far as possible, English is taught through the topic. We teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and to read and listen so that others can communicate with them. We engender a love of reading and give children an opportunity to read a wide range of traditional and modern literature. Children are taught the key skills of spelling as well as grammar and punctuation in line with the National Curriculum 2014. The school uses a fully cursive handwriting style and this is explicitly taught in regular lessons. Children are encouraged to present their work to a variety of audiences in the most appropriate way, including the use of ICT.

Science

In science we aim to initiate and sustain attitudes of wonder and enquiry about the world in which we live.

The development of scientific knowledge and understanding through work based on the National Curriculum is at the heart of the children's learning with science investigations completely integrated into the children's activities. Study is through observation and experiment, with the children forming hypotheses, carrying out investigations, measuring, recording, comparing, looking for patterns and analysing data. There are five types of scientific enquiry:

1. Observation
2. Fair testing
3. Classification
4. Research
5. Pattern seeking

A careful balance is maintained between the physical and biological sciences and children are engaged in practical activities which give opportunity for initiative and original thought.

Our extensive and beautiful school grounds and pond area serve as a constant source of stimulation and interest. These areas are increasingly important in developing a real appreciation of the complexity of the environment; in understanding the impact humans can have to change or damage it and in realising the importance of the need to take care of it as a precious resource for all our futures.

By stimulating and encouraging children's interest in science we hope they will learn to question and discuss science-based issues with confidence, as well as have a fuller understanding of how major scientific ideas contribute to technological change and so become informed, responsible and caring citizens of the future.

History & Geography

The study of history plays an important part in helping children to understand how the past influences the present and how beliefs and cultures have influenced people's actions. Through this they are able to acquire an understanding of themselves as individuals and as members of society.

Geography is an important tool of learning and communication, involving study of the physical and human processes that shape places throughout the world and the lives of the people who live in them. Through their learning, children are able to develop an understanding of environmental change and the goal of sustainable development. Skills developed through geography help pupils to make sense of their wider world.

In history and geography, children need to be able to research, sift through evidence and put forward a point of view. The school arranges a number of educational visits, both day and residential, where children have the opportunity to study from first-hand experience, to find evidence, weigh it up and reach their own conclusions which are then communicated to others in a variety of ways. These are important skills to learn for the future.

R.E.

The school follows the Agreed Surrey Syllabus for R.E. Each year group teaches elements of Christianity plus another major World religion. Pupils visit a variety of churches as well as a mosque, a synagogue and a Hindu temple.

P.E.

Physical Education should provide an enjoyable, satisfying and balanced programme, with opportunities for pupils to develop physically, socially, emotionally and cognitively. The Physical Education curriculum at Crawley Ridge Junior School offers a comprehensive range of experiences to meet the needs of individual pupils and the encouragement of active involvement. This is enhanced through the range of before and after school clubs available to the children along with inter-school matches and tournaments. A great emphasis is also placed on school /club links allowing children to experience a range of sport outside the curriculum.

The development of confidence, enjoyment, tolerance and the appreciation of strengths and weaknesses of both themselves and their peers are considered to be an important part of the learning process. The use of ICT cameras encourages evaluation and role modelling of the specific skills required. General knowledge and understanding along with positive personal and social attitudes are also encouraged.

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It is intended that the varied physical activities offered to the children, together with an awareness of the leisure opportunities available within the community, will develop those skills and attitudes conducive to involvement in an active and healthy lifestyle.

Music

Music permeates the ethos of our school. All the children who come to Crawley Ridge are offered high level musical opportunities including composition, appreciation of music and performance and production of music. We offer a large number of tuition possibilities including piano, flute and saxophone.

We have recently formed a school choir which sings a wide variety of music and we will be looking for opportunities to showcase their talents.

PSHE

Through all subjects of the curriculum we help children to deal with difficulties, challenges and fears. Children learn about developing a healthy lifestyle and they are encouraged to share responsibility with

others and to take responsibility for their actions. Opportunities are also given for the children to develop relationships and respect differences, to share feelings and to negotiate and reflect.

Computing

At Crawley Ridge Junior School, our aim is to create motivated lifelong learners using computing to support and enhance teaching and learning. We aim to provide pupils with the skills that they need to benefit from new technologies whilst knowing how to keep safe online, at school and at home. (Refer to our Online Safety Policy for more information.) We expect high standards of achievement by all pupils, supported by staff who are confident and competent in the use of computing.

Our school computers are fully integrated into the curriculum. We have a selection of laptops, projectors, digital cameras and digital video cameras for use around the school. All classrooms have interactive whiteboards and visualisers to facilitate children's learning.

Computing comprises of three areas:

- **Computer science**
- **Information communication technology**
- **Digital literacy**

Computer science

This aspect of the curriculum helps children to develop their programming skills in order to write sequences of instructions to perform a specific outcome. Children also have a go at debugging a selection to ensure the desired results are produced. The program that we currently use to teach computer science is 'Scratch' and we are exploring other options too. We also use a variety of 'unplugged' methods to help children understand how a computer operates.

Information communication technology

This part looks at using search technologies effectively and analysing and presenting data in different forms. Children will find, explore, develop, exchange and present information using a range of Microsoft Office programs.

Digital literacy

Finally, digital literacy involves evaluating the way information is presented and an important aspect is to educate children on how to use the internet safely.

The 2014 National Curriculum for Computing

Our teaching and learning of the skills, knowledge and understanding in computing will encompass the National Curriculum:

- **Use search technologies effectively** - Using programs to collect, display, analyse and interrogate information
- **Select, use and combine a variety of software on a variety of digital resources** - using a range of equipment, evaluating the use of different methods and software
- **Control and simulate** - Using the computer to model real and imaginary places and events, Using programs to control devices (e.g. changes in temperature, security sensors)
- **Exchange and share information** - Communicate words, pictures and sounds.
- **Review, modify and evaluate work as it progresses** - Evaluating work.

Art and Design

Children need to develop the ability to observe the world and respond to it expressively and creatively. Children in our school are taught to record through sketching from direct observation; to consider and reflect on the world about them.

During the key stage, children will visit Art galleries to develop their visual literacy. They develop their work into a variety of media including: pastels, watercolour, clay, printing and batik. Their achievements are often outstanding and we value and cherish the opportunities that we are able to give.

At Crawley Ridge Junior School we are very fortunate to have grounds and gardens that can inspire us and can even become part of our art.

At our school, design based tasks enable children to observe a process at first hand. Children learn to think and design creatively and have opportunities to be inventive in creating practical solutions to a given problem. They develop practical skills in areas such as model making; book making; the use of textiles and food technology. Constant modifications and improvements are often made as the children plan and evaluate their progress in attempting to solve problems and in creating end products.

Our kitchen provides exciting opportunities for food preparation which is linked to our Healthy Schools award and our ongoing commitment to developing healthy lifestyles.

Sex and Relationships

Sex and relationships are taught through the science and the Personal Social & Health curricula. See separate SRE policy.

Spiritual, Moral, Social & Cultural Curriculum

SMSC is taught through all aspects of school life.

5. 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:

- Higher skilled 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.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- accompanying senior & middle leaders on learning walks
- observing book scrutinies
- reviewing policies

- questioning the Head Teacher's report
- interviews with children

Senior & middle leaders monitor the way their subject is taught throughout the school by:

- learning walks
- book scrutinies
- relevant assessments

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

This policy will be reviewed at least every 3 years by the Head Teacher.

7. Links with other policies

This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality information and objectives
- SRE policy
- Teaching & Learning Policy