

**LOW ASH PRIMARY SCHOOL**

**CURRICULUM  
POLICY  
STATEMENT**

**MRS BETH MEDHURST**

**NOVEMBER 2014**

## **GOVERNORS CURRICULUM POLICY STATEMENT**

### **Rationale**

In addition to teaching the goals and objectives in the National Curriculum, the school has produced its own policy statement. This is set out in the form of principles by which we work to ensure that we provide a curriculum which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.’ (National Curriculum 2014)

### **Safeguarding**

The Education Act 2002 (as amended) places a duty on schools to safeguard and promote the welfare of pupils at the school by ensuring that risks of harm to welfare are minimised and taking appropriate actions to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other local agencies.

The curriculum promotes safeguarding through its content and means of delivery. Certain subjects, such as PE and PSHCE may be more likely to provide opportunities for recognising safeguarding concerns. Where concerns arise regarding safeguarding and/or child protection, these should be recorded in writing, signed and dated, and passed on to the designated Named Persons in school

In implementing this policy due consideration to equal opportunities, with regard to race, gender, religion and ability, should be ensured with reference to the Race Relations Amendment Act 2000 (as amended) and all other relevant legislation.

### **AIMS**

The school will aim to make each child’s working environment safe, secure, happy and productive and also to prepare pupils for the opportunities, responsibilities and experiences of adult life.

The school will offer all pupils access to the whole Early Years Foundation Stage / National Curriculum, at appropriate levels, as required by law, in keeping with the school’s development plan (School Improvement Plan).

Through our curriculum, we strive to achieve results above the Department for Education’s floor targets.

The school curriculum, in both content and delivery, will not discriminate against any section of the school community or individual pupils because of gender, race, ability or any other reason.

A high value is placed on the involvement of parents/carers in pupils’ education. School welcomes a home/school relationship which supports children’s learning and encourages parents/carers to support the Home/School Agreement. The school will also encourage children to understand the reasons for specific learning areas and their relevance to future life.

The school encourages pupils to take a pride in their work, become independent learners and promote a desire to do their best for themselves and others.

In line with Government directives the school, will continue to be forward thinking with current and future national and local projects. To enable this development, discretionary curriculum time will be spent in developing maths and literacy skills across the curriculum.

## **Organisation and planning**

Our curriculum will be provided through:

- Classroom topics
- Subject lessons
- Activities outside the classroom and visitors to the classroom
- The values promoted by the school, its community (both local and national)
- The context in which our pupils live, both locally, nationally, and globally

Teachers will link subjects wherever appropriate and relevant; the curriculum will not be constrained by subject boundaries, much of the work will be topic based, with an emphasis on applying English, Maths and ICT skills across the curriculum. Pupils will practice and reinforce these skills in topic based work, whilst some subjects, which do not fit into the topic, will be taught discreetly. There may also be special ‘themed weeks’ across the whole school, for example, book week, arts week etc

We believe the following skills are key within pupil development, and we promote these through our creative curriculum:

- communication
- application
- information technology
- working with others
- improving own learning and performance
- problem solving

Long term planning for each key stage and year group takes place every year.

Medium and short term planning clearly identifies skills that we are developing within each topic. Regular reviews take place.

Pupils may be taught in ability groups or sets, but these will be flexible to ensure that the individual needs of each child are met.

## **The role of the curriculum leader**

### **The role of the curriculum leader is to:**

- provide strategic lead and direction for the curriculum ensuring appropriate coverage
- support and offer advice to colleagues on issues related to their subject
- provide appropriate CPD linked to areas of the curriculum
- provide efficient resource management
- (alongside subject leaders) monitor how their subjects are taught through monitoring the medium and short term planning and ensuring that appropriate teaching strategies are used

## **The role of the subject leader**

Within the school's organization, each class teacher takes on the responsibility for leading a subject area. It is the role of the subject leader to:

- keep up to date with developments in their key area of learning both at local and national levels
- review the way the subjects are taught in the school and plan for improvement linking to whole school priorities
- monitor how their subjects are taught through monitoring the medium and short term planning
- lead improvement through supporting colleagues
- review curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for
- audit, order and manage resources to enhance learning experiences for the pupils

### **Curriculum monitoring and review**

Evaluation is essential for the planning and development of the curriculum. The Governing body is responsible for monitoring the way in which the school curriculum is implemented.

The governors liaise with the Curriculum leader and monitor the way in which the school teaches subjects.

## **Assessment**

### **Rationale**

Assessment is a continuous process, integral to learning and teaching. It is how teachers gain their knowledge of their pupils' needs, achievements and abilities, enabling them to deliver effective teaching and learning. It is also the way in which pupils gain knowledge about their own learning and know what steps they need to take to improve.

### **Aims**

At Low Ash Primary School, we aim for every child to be the best that they can be. In order for children to develop and demonstrate their full potential we:-

1. Provide a consistent approach to assessment across the school.
2. Actively involve the learners in the assessment process.
3. Gather information on pupil progress and use it to improve learning and teaching.
4. Keep all stakeholders informed about pupil progress.

### **The role of the Leader**

1. To ensure that the school's assessment policy is kept up-to-date and is implemented throughout school.
2. To ensure that all records are up-to-date and used to inform teaching and learning throughout school.
3. To give support and guidance to staff.
4. To ensure that the school meets the statutory requirements.

### **Assessment for Learning**

At Low Ash Primary School, in order to facilitate Assessment for Learning, we actively promote a learning ethos across the school. We do this by:-

1. Involving the children in their learning.
2. Ensuring that the children know what is expected.
3. Ensuring that children know what they need to do to improve.
4. Teaching children strategies to help themselves if they get stuck.
5. Using strategies such as 'Thinking time', 'No hands up' and 'Paired talk'
6. Eliminating the fear of failure..
7. Sharing learning intentions with pupils in every lesson.
8. Providing steps to success to support the children with their learning.
9. Giving the opportunity to see and discuss examples of good work as a model for success.
10. Providing pupils with opportunities to assess themselves and each other.
11. Exploring pupils' understanding through careful questioning.
12. Giving written (and verbal) feedback that celebrates success and provides future improvement points that children have time to read, reflect and respond to.
13. Setting clear and achievable targets.

### **Assessment, moderation and tracking progress**

Summative assessment is used to give a 'snap shot' of a child's level of achievement at a given time. The following summative assessments are in place at Low Ash Primary School:-

1. End of Key Stage assessments for Y2 and Y6 and practice SATs at key points during the year
2. Half-termly assessment in writing for Y1-Y6
3. Optional SATs in mathematics and reading each term for Y3-Y5
4. Tests in Grammar, Punctuation and Spelling each term for Y3-Y5; Phonics tests in Y1/Y2 termly
5. Phonics screening check in the Summer term for all Y1 and for those in Y2 who did not meet the standard the previous year
6. Ongoing assessment in YN and YR helping to form judgements for the EYFS profile

By using evidence from books, tests and oral discussions, teachers from Y1-Y6 use Assessing Pupil Progress (APP) sheets in reading and maths and the Reading Record sheets from Bradford MDC in order to arrive at a best fit level for each child in reading, writing and maths. In order to ensure and maintain consistency, levels are moderated between staff and a member of the SLT. These levels are then input into onto O Track, an online assessment software, which provides tables and reports on how well each child/group of children are progressing. Pupil progress meetings are held half-termly with a member of the SLT to discuss areas of strength and development for each child/group of children. Discussion will also take place around the success of any interventions that have taken place and how close each child/group of children is/are to their end of year target in reading, writing and maths.

### **Children with Special Educational Needs/ Disability (SEND)**

Children giving any cause for concern are assessed, under the direction of the Inclusion Leader, in a wide variety of ways. Reading tests such as Schonell or NFER, and diagnostic tests, may be used. The Inclusion Leader will give advice about individual children and help set up interventions where appropriate. SEND pupils working below Level 1 are tracked using the P scales from the end of the Autumn Term in Year 1 at the earliest.

### **Reporting**

At Low Ash Primary School we aim to keep parents/carers well informed about pupils' achievements and development needs. During the year there will be two planned opportunities for parents/carers to meet with teachers to discuss their child's progress. The first is in October, to discuss how a child has settled in their new class, and a second during the Spring term.

In July a written report is sent to parents/carers of children in Nursery to Year 6. It informs them about their child's progress, development needs and the levels achieved by the end of the year. The Y2 and Y6 results of statutory assessments will also be reported to parent/carers as well as the results from the Y1/Y2 phonics screening check. Appointments to discuss these results can be made if required. If parents/carers wish to

speak to their child's teacher at other times during the year, then appointments will be made as appropriate. A summary sheet of how well their child is progressing is also sent to parents/carers in January and March.

**Transfer of Records**

The class teacher has the responsibility for ensuring that individual records are passed on to the next teacher at the end of the academic year. Information will also include detail of special needs and medical information. Transition meetings between year group teachers are held in July. If a child moves to another school, records will be passed on as appropriate.

**Access to records in school**

Individual records are available at all times in each classroom. Parents/carers wishing to see these records may make an appointment with the class teacher to do so.

**Assessing without levels**

In 2014/2015, the school will be in a transition phase between the old national curriculum levels and adopting 'assessing without levels'. During the Spring and Summer term of 2015, staff will be trialling 'assessing without levels'. However, for consistency and for 2014/2015, the school will be using the old national curriculum levels when reporting to parents and for appraisal purposes.

**Policy Review:**

The Policy will be reviewed annually by the School Improvement Committee

**Reviewed by School Improvement Committee 12<sup>th</sup> December 2014**

**Signed: .....**

**Chair of School Improvement Committee**

**Next Review Date: November 2015**