

Churchside Federation

Curriculum Policy

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Curriculum Policy

At Churchside Federation, we aim to foster a life-long love of learning, through adopting a cross-curricular approach to learning. Our Creative Curriculum approach aims to provide a broad and balanced curriculum.

We aim to deliver this through:

- Involving the children in the planning and the direction the learning takes.
- Developing children's skills as effective, powerful learners
- Developing a sense of community and belonging, contributing to our community through direct interaction – making links with local organisations
- Equipping children with skills for life, through practical work
- Providing opportunities for children to extend their learning inside and outside of the classroom.
- Making learning more meaningful, through putting it into context
- Establishing cross-curricular links to foster a broader understanding
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles.
 - Embed key skills in order to prepare children for real-life and everyday situations.
 - Provide opportunities to apply knowledge and learning in practical ways.
 - Provide enrichment opportunities where learning and teaching can take place beyond the classroom.
 - Develop a love of learning.

Teaching and Learning

We aim to cater for each individual, taking particular account of any specific needs or abilities. We endeavor to ensure that all our children fulfil their potential and, within this context, we emphasize health and safety, enjoyment and achievement and the beginnings of responsibility for themselves and others. These skills will be carried forward to the next phase of education and throughout life.

We achieve this in a variety of ways by:

- Setting common, open ended tasks to elicit a variety and depth of response; setting tasks of increasing difficulty, scaffolding where appropriate;
- Providing practical opportunities for kinaesthetic learners; Using visual stimuli and artefacts to promote interest
 - Having a hook to engage children and allow them to guide the learning
- Using trips and visitors to further understanding
 - Providing a learning environment that promotes high challenge and low threat.
 - providing stimulating and inspiring projects.

Planning.

We ensure that all objectives in the National Curriculum (2014) are covered through our creative curriculum.

Long Term and Medium Term Planning:

- Long term themes for the year; these are what themes will be taught and when.

- Each theme will be introduced (a 'wow' factor, that could be a visit, film or a trip) to the children and a 'hook' will generate questions from them which, in turn, will create the start of the planning.
- The medium term plans for each theme hold the relevant objectives. Teachers use the objectives, and discuss how they will translate them into meaningful activities for the children.
- These objectives should be highlighted, as the activities are covered and assessed at the end of each theme.

Short term planning:

- Learning must be objective led (not driven by the activity) and matched to the new curriculum and the ability of pupils
- Teacher will, plan important, relevant and purposeful learning experiences for children.
- Teachers will, Plan learning within a context, whenever possible, to engage interest.
- Limiting activities such as worksheets should be avoided and only used to add to learning.
- Teachers will, plan for homework appropriate to the pupils' age and subject, ensure it will extend learning.
- Teacher will, plan for all groups to work with their teacher, with a teaching assistant and independently each week.
- To plan successfully, prior learning and current assessments should be referred to and involve sequential learning.
- Teachers will, plan for a range of learning styles
- All lessons will include differentiation, challenge and support. Differentiation should occur across the curriculum and not just English & maths.

Assessment:

- A formative assessment of children's' understanding will take place throughout each lesson. This will inform further plans and activities throughout the week.
 - A final summative assessment of children's' learning will be placed on pupil assest at the end of each term.

Monitoring and Review

All medium term plans are monitored by the Senior Leadership team. The Senior Leadership Team are responsible for developing a cycle of monitoring and review.

This data cycle will allow each subject to be focussed on throughout the year. This focus will require subject leaders to monitor, review and make action plans for their subjects.

Subject leaders will:

- Knowing about the subject – theory, methods, Programmes of study, Curriculum objectives, Ofsted and other expectations.
- Know about practice – what's expected, what actually happens.
- Know about resources – what you have in school, what you need, what's available, how to get them.
- Know about attainment – attainment in school, how this compares with what is expected.

- Support colleagues with planning, defining a curriculum policy, and drawing up a curriculum outline, identifying a scheme of work.
- Support teaching – demonstrating good practice, working alongside colleagues, providing advice.

They will achieve this by:

- Monitoring attainment – identifying trends, making comparisons, knowing about different groups, using benchmarks, setting and reviewing targets.
- Monitoring plans – comparing plans with expectations, checking for clarity of intended outcomes and checking for differentiation.
- Monitoring children's work – sampling.
- Monitoring teaching – observing, providing feedback, reporting on findings.