

Higham Ferrers Nursery and Infant School

*'Learning for life in a supportive and stimulating
environment'*



Curriculum POLICY

This Policy was agreed by the Governing Body in Autumn 2
2017

It will be reviewed in Autumn 2 2019.

Signed: 

(Chair of Governors)

CONTENTS

SECTION	TITLE
1.0	Creative curriculum
1.1	What is creativity
1.2	Learning environment
1.3	Range of contexts
1.4	Range of opportunities
1.5	Effective learning
2.0	Planning
2.1	Long term planning
2.2	Medium/weekly term
2.3	Embedding basic skills
2.4	Assessment
2.5	Effective planning could contain
2.6	Higher level thinking skills
3.0	Organisation of the curriculum
3.1	The foundation stage
3,2	Key Stage 1
3.3	Coordinators
4.0	The wider curriculum
4.1	Life skills
5.0	Transition
6.0	Role of Governors
7.0	Role of parents
8.0	Links with other policies
	Appendix
Appendix 1	Calculation policy
Appendix 2	Handwriting policy

1.0 THE CREATIVE CURRICULUM

1.1 What is creativity?

At Higham Ferrers Nursery and Infant School we believe that creativity is about having the confidence to make mistakes. It is about building an environment where children and adults are not tied to narrow targets but allow the spirit of play and imagination to inform day to day experiences.

1.2 The Learning Environment:

The first step towards planning an effective creative curriculum is the environment in which learning occurs. Everything that is available for the pupil to use is chosen because it is the 'best fit.' This means that it is best suited to a particular task at a specific stage of development.

The way a school is cleaned, decorated and cared for reflects the responsibility shown by all who share it. The school should be arranged to inspire learning. Its walls and corridors celebrate achievements whilst around the school is filled with objects, artifacts, books and a range of stimuli that promote and inspire questioning and curiosity.

The school recognises the vital part display has in supporting children's learning. This can be achieved by:

- **Engaging pupils;** interactive displays, questions, challenges, exciting ideas, fresh, relevant, colourful.
- **Enabling learning to take place;** word lists, number lines, timelines, number squares, subject vocabulary, clocks, high frequency words.
- **Keeping what is learnt in mind:** learning journeys, concept maps, thought processes, key ideas, flip charts, mind maps.
- **Encouraging independence;** timetables, job lists, routines, labels, strategies for self-help, word banks, achievements.
- **Inclusion;** examples of all pupils' work, named work, in a range of subjects displayed, multi-cultural content.

We aim to plan and teach activities in all aspects of the curriculum that include a range of strategies at every level; in a lesson, a day, a week or a unit of work. We may include aspects of the following:

1.3 A range of contexts:

A variety of fieldwork activities

Outdoor learning, using the school grounds as a stimulus.

A selection of visits to places of educational interest

Use of multimedia, such as responding to DVD's, music appreciation or recording, ICT programs or internet stimuli

1.4 A range of opportunities to:

Question

Research

Investigate, enquire and solve problems

Debate, role play and create presentations

Reflect on what has been learned

1.5 Effective Learning

We acknowledge that children learn in a variety of different ways and recognise the need to develop strategies that allow all children, to learn in the manner that best suits them.

A range of groupings are used, giving the children the opportunity to work as an individual, a pair, in a collaborative group, whole class or team. A rich and varied curriculum will take into account not only the National Curriculum subjects but also crucial life skills that they will need to become '21st Century Learners'. These skills include:

- Working collaboratively – groups or whole class.
- Independent work
- Paired work
- Enquiring, investigating and exploring.
- Making informed choices.
- Planning and presenting work in a variety of ways, using a range of sources.
- Evaluating and improving.
- Valuing a healthy lifestyle.
- Communicating in an assortment of ways.
- Respecting others and valuing diversity.
- Using IT skills and media.

2.0 Planning

We are a three form entry school with a nursery unit. Each teacher plans from the Early Years Foundation Stage document or the National Curriculum within a year group team, with support from curriculum team leaders where appropriate. Lessons are planned with clear learning intentions based on the skills that the children need to learn next. Teachers are strongly encouraged to make strong curriculum links

between subjects where possible when planning. There should be clear evidence of differentiation on all daily planning.

2.1 Long Term

We follow the New National Curriculum for all subjects including English and use elements of mastery for Mathematics. We use the Northamptonshire agreed syllabus for R.E and Rising stars for ICT. Where possible and appropriate, we plan cross-curricular units of work to make learning meaningful and relevant.

2.2 Medium/Weekly Term

We plan medium term overviews for all subjects/themed areas using the school agreed format. Teachers plan each term using cross curricular themes, linking subjects and learning intentions to ensure that learning is relevant and stimulating. These plans are continuously reviewed as part of Assessment for Learning.

We plan weekly English and Maths work using the school agreed format, with reference to the English and calculation policies. Together with this, lessons are planned for the other areas of the curriculum on another school agreed format. Plans should be adjusted, using annotation, through the week to reflect Assessment for Learning and the children's learning needs.

2.3 Embedding Basic Skills

There is an expectation that all teachers will embed literacy, numeracy and ICT skills where possible. This should be clearly shown on planning. Embedding key skills helps children to reinforce their understanding and practice their skills in these areas. ICT should be used, where practical, to support teaching and learning.

2.4 Assessment

Teachers use a range of strategies for assessment, as set out in the Assessment, and effective feedback Policy.

2.5 Effective lessons could contain:

- A clear and concise learning intention.
- Steps to success that may be levelled.
- Differentiated activities.
- Differentiated questioning.
- Levelled groupings where guided work is taking place.
- Effective plenaries where children are given the opportunity to review and reflect upon their learning against steps to success.
- Annotations that may relate to what the children already know, achievements against steps to success and next steps in learning.
- Provide equality of opportunity for all.

2.6 Higher level thinking skills

Teachers use creative methods to challenge pupils in all aspects of learning. These could include aspects like: PMI, Odd one out, thinking hats, P4C

3.0 The Organisation of Our Curriculum

A rich and varied curriculum will take into account not only National Curriculum subjects but also opportunities for citizenship, spiritual, moral, social and cultural dimensions to be included. Learning will be enriched by planning links with the community through visits or inviting visitors into school. The curriculum connects subject areas under a broad theme. At every stage we consider learning needs, gender, ethnicity, age or disability and at every opportunity help children to feel good about themselves. We celebrate achievements and regard praise and reward as a high priority.

At Higham Ferrers Nursery and Infant School our curriculum is skill based. We believe that there are two skill categories that underpin it, subject specific skills (see 6.1) and life skills (see 6.2)

3.1 The Foundation Stage

Our Foundation Stage is made up of Nursery and Reception. The curriculum is planned under seven areas of learning. These are:

- Personal Social and Emotional Development. (making relationships, self confidence and self awareness, managing feelings and behaviour)
- Communication and Language (Listening and attention, understanding , speaking)
- Physical development (moving and handling, health and self care)
- Literacy (Reading, writing)
- Mathematics (Numbers, Shape space and measure.)
- Understanding the world (People and communities, The world, Technology)
- Expressive arts and design (Exploring and using media and material, Being imaginative)

Children are encouraged to play independently as well as in pairs and small groups. Staff interact with play using careful questioning to impact on learning. The Foundation stage team will take time to stand back and observe children at play. This enables them to gain a deeper insight into how the children use resources in the

classroom and the levels of interest in their surroundings. Staff use this as an opportunity to review and change the learning environment ensuring that it continues to be stimulating and exciting. The outdoor environment is an extension of the classroom where children can explore equipment and other apparatus, often on a larger scale. The outdoor area also encompasses the seven areas of learning.

3.2 Key Stage 1

Staff in these year groups plan collaboratively, linking learning to the development of skills across all subjects. The children are taught the following subjects:

- English
- Numeracy
- Science
- Art
- Geography
- History
- PSHE (Personal, Social, Health Education)
- ICT (Information, Communication Technology)
- Music
- P.E
- R.E

Through a whole school creative approach to the curriculum, these subjects are now planned in conjunction with one another wherever possible. This allows the children to apply skills across many subjects and it makes their learning far more relevant.

3.3 Coordinators

Each member of staff is responsible for an area of the curriculum, ensuring that there is coverage and continuity across the school.

Subject coordinators are responsible for the resourcing of their subjects. As part of their responsibility they will monitor standards in their subjects using a range of strategies (see Assessment and effective feedback policy) these could include:

- ❖ Analysing planning to look at progression.
- ❖ Moderating children's levelled work.
- ❖ Observing lessons.
- ❖ Interviewing children.
- ❖ Creating a portfolio of work.

4.0 The Wider Curriculum

Learning is enriched by planning extra-curricular activities such as visits and visitors. We believe that children learn best through first-hand experiences very often found outside the classroom. These can range from using the local environment as a resource, through to travelling further a-field.

4.1 Life Skills:

Within our teaching we enable the development of the whole child, ensuring that life skills and experiences are taught and applied across the curriculum. These skills can be defined by nine headings:

- ❖ Communication
- ❖ Enquiry
- ❖ Reasoning
- ❖ Information Technology
- ❖ Creative Thinking
- ❖ Improving Own Learning and Evaluation
- ❖ Problem Solving
- ❖ Collaborative
- ❖ Social Emotional and Behavioural

We believe that by including these skills in our planning and providing effective opportunities for our children to learn them we will be creating children who have the capacity to cope with the demands of 21st century society and employment.

5.0 Transition

At Higham Ferrers Nursery and Infant School we believe that creating a smooth transition between year groups is paramount in ensuring that the learning journey of a child across our school is continued as efficiently and effortlessly as possible. A child who is happy and confident at school is a child who will be motivated to learn and who will always try their best.

The following is a list of ways that we aim to continue the learning journey at HFNIS:

- Home visits
- Children visit their new classroom and teacher several times in the Summer term (including the Junior school).
- Staff exchange detailed information about each child.

- Staff plan carefully for activities that encourage the children to learn through play, exploration and physical experiences.
- Parent meetings are held to ensure that parents are informed about the new year group that their children have gone into.
- Bridging units of work.
- Curriculum letters are sent to parents well before the topics take place so that parents can support their child's learning before work in school begins.

6.0 The Role of the Governors

- Support appropriate teaching strategies by allocating resources effectively;
- Ensure school buildings and premises support effective teaching and learning and curriculum delivery;
- Monitor the curriculum in light of health and safety;
- Monitor the curriculum by visiting the school regularly and becoming involved with lesson observations or theme days;
- Ensure that staff development and performance management support good quality lesson delivery.
- Review effectiveness through school self-review processes.

7.0 The Role of the Parents

Parents have a fundamental role in supporting their child's learning. We inform parents by:

- Providing parents with information term about the content of their child's education in the form of a 'Curriculum Newsletter;'
- Holding parents' information evenings to explain school strategies for teaching English, Maths and other areas of the curriculum;
- Information about homework expectations are clearly set out, including how to support their child at home;
- Parent consultation evenings are held to discuss progress and strategies for improvement;
- Parents receive a detailed written report on their child's achievements in July;
- Regular school newsletters containing all aspects of school life.
- Open days;
- 'Well Done Board' in Foundation Stage.

Parents have a responsibility in supporting their children and the school in implementing policies. Parents need to:

- Ensure that their child has a good attendance record

- Ensure that their child is equipped for school with suitable school uniform and P.E. kit;
- Do their best to keep their child fit and healthy to attend school;
- Inform the school of matters outside of school that are likely to affect a child's performance or behaviour;
- Promote a positive attitude to learning;
- Fulfill the requirements set out in the Home/School Agreement.
- Read the year group curriculum letters that outline experiences that children will be involved in, for each term.

8.0 Links with other Policies

Please read this policy in conjunction with:

- ❖ Assessment and effective feedback policy

Appendix

Appendix 1 - Maths calculation policy

Appendix 2 – Handwriting policy