



# Fernhurst Primary School

## Curriculum Policy



This Policy has been referenced against the following articles from the UN charter for the Rights of Children:

**Article 3, 12, 13, 14, 15, 23, 28, 29 and 31**

Governors' Curriculum and Standards Committee Last Review:  
**November 2017**

Next Review: **Autumn 2019**

Our planned learning experiences are rooted in our vision for the school and it's children:

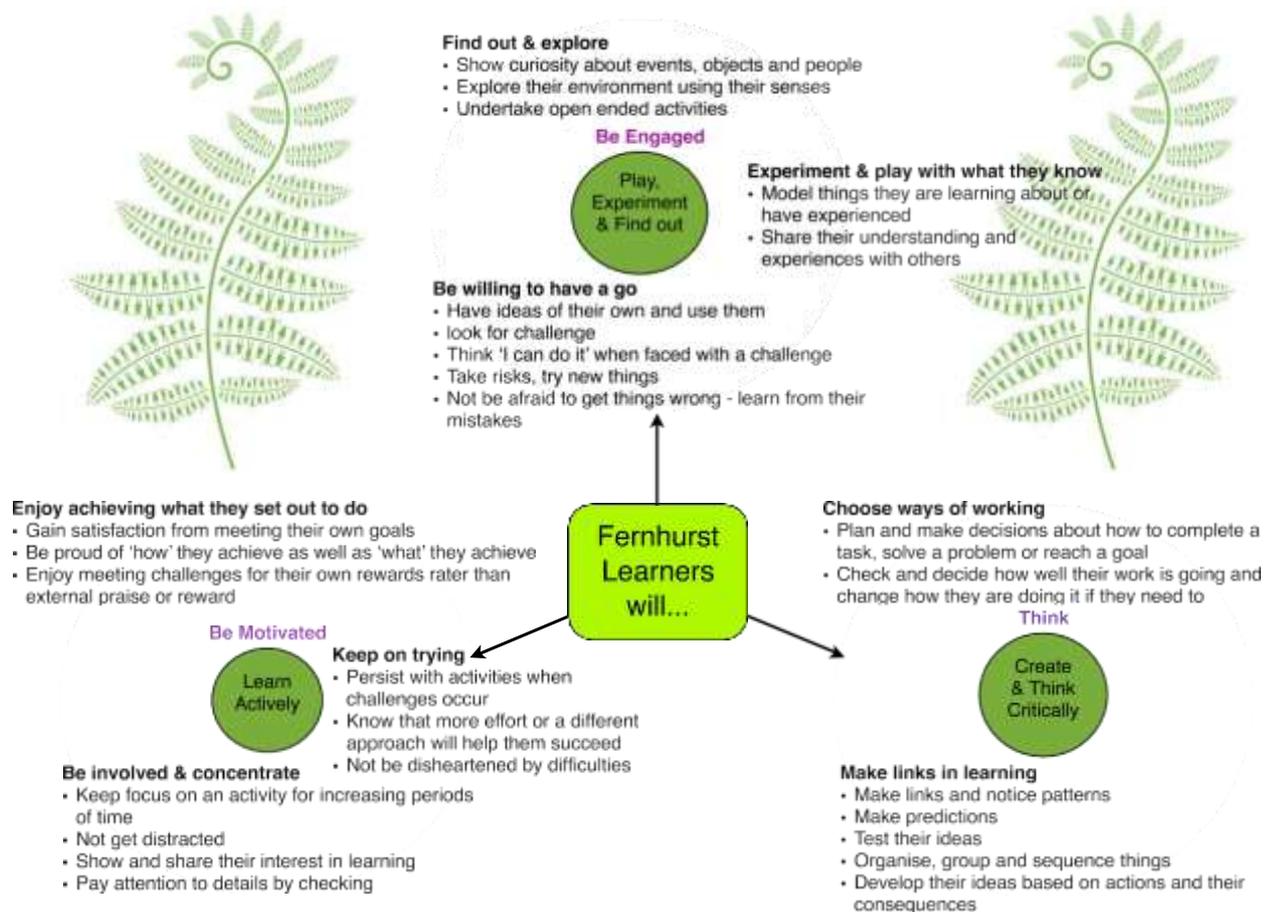
### **Vision Statement**

## **Growth Through Learning**

Fernhurst Primary School sees learning as being at the heart of everything it does. Our aim is to enable all our children to become successful learners so that they develop into confident individuals, effective contributors and responsible citizens who lead happy lives.

Child centred learning through questioning, discovery, discussion and testing things out is our principle pedagogy. We endeavour to nurture creativity and innovation and encourage real thinking and self-evaluation. Our culture systematically supports a growth mindset and seeks to engage children through a diverse, stimulating and relevant curriculum. Achievement is celebrated in many forms and meeting a challenge for its own rewards is central to our values. The importance of compassion for others is stressed along with the values of tolerance, equity, fairness, justice and democracy.

Our school is at the forefront of educational research and collaboration and has strong links with local schools, other schools in the academy chain and the Institute of Education at the University of Chichester to enable us to provide excellent continual professional development for our staff and achieve the best possible experiences and outcomes for all our children.



We are a one form entry school with seven classes - one class for each of the Primary phase year groups.

**Squirrels:** Reception Age 4–5.

**Classes 1&2:** Key stage 1 Age 5-7.

**Classes 3-6:** Key stage 2 Age 7–11.

### Long-Term Planning

Central to our curriculum is a structure of cross-curricular topics designed to inspire, to connect learning, and to give children a balance of curriculum subjects. A long term overview of all the themes throughout the school is reviewed regularly by the Senior Leadership Team and all teachers.

It is worth noting that not all curriculum subjects are always suited to being taught through a related theme. Subjects that are sometimes taught discretely are: Maths, P.E., Music, Spanish, R.E. and PSHCE.

### Medium-Term Planning

Each theme lasts a varying amount of time in each class dependent on the subject matter. Each teacher starts by creating a mind map for the theme that then leads to our year group specific theme planner being completed. This includes specific objectives, links to the National Curriculum, links to British Values and the UNICEF charter for the rights of a child. We believe in the motivating influence of themes to create 'purposeful Learning'

and encourage excellence through enjoyment and engagement. Class teachers have the responsibility for planning themes, and ensuring that Learning Objectives from the National Curriculum are addressed through this. The mind map for each theme is shared with parents. At a specific point in the year, parents and carers are invited to a Class Assembly to see work shared by the children.

### **Short-Term Planning**

Teachers complete a weekly plan for their own use. At this level the teacher is planning a sequence of lessons, showing any appropriate differentiation, lesson objectives and how other adults are supporting.

### **Squirrels Class (EYFS Reception)**

In the Reception Year, children follow the Early Years Foundation Stage Curriculum. They also learn through cross-curricular topics, using a play-based approach and developing early skills as set out in guidance for this stage. The leader ensures continuity and progression from the pre-school, and assesses the children's levels of achievement using a baseline test (Early Excellence) on entry. The principles for learning established in Squirrels Class are extended into Year 1 where the Foundation Stage Curriculum is often still appropriate particularly at the beginning of the year.

### **Curriculum Enrichment**

We believe that purposeful Learning is best supported by providing a flexible, context based environment and on providing first-hand experiences for children which include visitors to the school and trips off site. We have developed our school grounds in order to provide a stimulating environment for first-hand cross-curricular work. We have access to 75 acres of nearby woodland where we have built a forest school base and ensure that each class takes part in the forest school learning over the course of each academic year.

### **Equal Opportunities**

We ensure that in our planning we include all children. Occasionally children with Special Educational Needs or specific barriers to learning will be supported through modifications to the curriculum, and we are committed to the practice of inclusion for all. More able pupils (faster learners) are supported in class with quality wave one teaching and where appropriate with more challenging learning tailored to their development.

Please refer to our Equal Opportunities Policy for more detail.

### **Assessment, Marking & developmental Feedback**

Our Developmental feedback and marking Policy sets out clearly the procedures followed when assessing childrens' work. Below are examples of the application of these procedures:

- Whenever possible, marking and developmental feedback should involve the child directly. The younger the child, the more important it is that the developmental feedback is oral and immediate.
- Developmental feedback should come from a variety of people and circumstances eg. Teaching assistants, through peer review, through plenaries and in group sessions.
- Children must be given time to respond to feedback at the earliest convenience and certainly before the next session in the same subject.
- Time should be allowed for pupil's self evaluation
- Similar errors that are made by many children should be noted for future planning.
- Marking should be done before the next session in that subject, although this may not always be possible for longer pieces of work.
- The dialogue and questioning that takes place between teacher and pupil while the pupil is actually involved in the learning process is invaluable. (This should be marked with a V at exactly the point in the work where the verbal interaction took place).
- Where possible, teachers should establish direct links between oral or written praise and the class rewards systems eg. House points
- Stamps and/or stickers may also be used in conjunction with written feedback.
- When appropriate, children may mark their own or another child's work, but teachers should always review this marking.

- Through dialogue, children should be encouraged to indicate where they think a particular target has been achieved (peer assessment can play a key role here).
- Short personal tutorials at specific intervals can offer a valuable opportunity to review and evaluate the progress a child is making, by highlighting successes and identifying target objectives.

### **Parents and Carers**

We aim to work closely with parents to ensure an understanding of the pedagogies used to follow the curriculum. Through Parents' Evenings, Parent forums, Open Afternoons, before and after-school dialogues with teachers and Class Assemblies, we aim to keep parents well informed about the curriculum.

### **Monitoring and Review**

The Headteacher is responsible to the Local Governing Body for ensuring the School Curriculum is taught effectively. The Curriculum and Standards Committee reviews related policies and invites subject leaders to make presentations on their subject. Specific governors meet with the staff subject leaders for Maths and English, and all make visits to classrooms to conduct learning walks enabling them to monitor the behaviours for learning exhibited by the school's pupils.

The Subject Leaders monitor planning, teaching and books/recorded work/outcomes and pupil voice.