



New York Primary School
Federated with
Frithville Primary School

CURRICULUM POLICY

Including SMSC and Homework.

Plan approved by Governors

Review in Summer 2017

Signed on behalf of Governors: **Sue Brackenbury** Date: **21/04/2016**

Presented to the governors for approval.

Celebrating Success, understanding and learning from our mistakes!

This policy is a statement of aims and principles relating to the school's curriculum. It will be reviewed annually and presented to the Governors' Learning Committee.

The Governing Body is committed to the safeguarding of children and young people across the Federation and the wider community.

Rationale:

Education influences and reflects the values of society, and the kind of society we want to be. It is important therefore, to recognise a set of common values and purposes that underpin the curriculum at Frithville and New York Federation and enable the schools to achieve their aims.

Curriculum Statement:

Staff and Governors of Frithville and New York Federation aim to tailor education to individual need, interest and aptitude so as to fulfil every child's potential. Every pupil will have access to a rich, broad, balanced and differentiated curriculum. However, it is recognised that every child has a different knowledge base and skill set, as well as varying aptitudes and aspirations; and that, as a result, there is a determination for every young person's needs to be assessed and their talents developed through diverse and creative teaching strategies. At Frithville and New York Federation this means teachers using the flexibilities that already exist to ally high standards in the basics with opportunities for enrichment and creativity.

Common Values and Purpose ~ Encouraging Empowerment in Children's Learning:

- The new values and themed based curriculum was put into place in the school from September 2012, allowing greater flexibility in planning to meet the needs of the individual within each class through quality first teaching.
- The curriculum whilst paying due regard to achieving high standards in English and Maths, is broad, exciting and challenging;
- Our **Values Based Curriculum** relates to the values and ethos developed through our School Councils, Collective Worship and the SMSC, thereby empowering children to take ownership of their learning.
- The curriculum is used to increase pupil's knowledge, skills and understanding as they grow and develop and become more aware of the world around them;
- The curriculum will be carefully planned and structured to ensure that learning is continuous, and that pupils make good progress with the development of their learning;
- The curriculum will engage the children's interest, encourage and motivate them to want to learn;
- It will be stimulating and exciting and offer pupils first-hand experience to reinforce their learning and to underpin their growing knowledge, skills and understanding

- It will open their eyes to the natural and technological wonders around us and cause them to marvel at the incredible and fantastic world in which we live;
- All children will have access to the core and foundation subjects as specified in the National Curriculum, or the 7 areas of Early Learning for the Foundation Stage.

Broad Guidelines:

Planning

The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics, set out below:

The prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

The learning characteristics:

- playing and exploring
- active learning
- creating and thinking critically

Where pupils move into Year 1 without having achieved the Early Learning Goals, they continue to be taught in line with the Foundation Stage Curriculum. Transition to the Year 1 curriculum does not happen at a point in time but rather when pupils have reached that stage in their development. After the first term the children are assessed against KS1 criteria.

From Year 1 to Year 6 the curriculum consists of:

- The National Curriculum; the programmes of study for each subject are used as the basis for the long term and medium term plans.
- Frithville and New York Federation uses and follows the Lincolnshire Agreed Syllabus for RE. **Parents may exercise their right of withdrawal from religious worship and instruction.**
- SMSC is inherent to and underpins our bespoke values based curriculum.
- Underpinning the development of the whole school curriculum (with the Rose Report at the forefront) is the creation of a child centred, broad ranging values based curriculum that will run over a six year cycle. The curriculum at Frithville and New York Federation will be increasingly experiential, thereby stimulating and motivating community learning - children, parents and staff.

From Reception through to Year 6 opportunities will be taken to extend the curriculum beyond the statutory requirements through:

- Visitors, including artists, craftspeople, actors, musicians;
- The use of the school grounds, the locality and the wider environment;
- Educational visits;
- Support of parents.
- Curriculum enrichment days

Many of these activities will embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the two schools.

Spiritual, Moral, Social and Cultural Education:

Introduction:

Within the Frithville and New York Federation the promotion of pupils' spiritual, moral, social and cultural education is considered to be 'a whole school issue'.

Spiritual, Moral, Social and Cultural Development is promoted not only through all the subjects of the curriculum but also through the ethos of the Federation and through the development of positive attitudes and values, celebrating British values, such as: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

This policy supports and reinforces the aims of our school, valuing all children and staff equally and as individuals.

Principles:

Spiritual, Moral, Social and Cultural Development is crucial for individual pupils, staff and for society as a whole. We believe it is the heart of what education is all about - helping pupils grow and develop as people.

Spiritual, Moral, Social and Cultural Development is cross curricular and promotes the aims and principles of the policies for PSHE, RE, Drugs Education, Sex and Relationships Education and the Equality and Diversity policy. These policies all underpin the Curriculum model as putting the child at the centre of all we do.

It is an expectation across the Federation that all staff, in all subjects, can and should make a contribution to the Spiritual, Moral, Social and Cultural Development of pupils through the taught curriculum and through the use of appropriate teaching and learning strategies e.g. discussion, reflection, pupil participation, circle time etc.

The importance of relationships between all school staff, parents and governors is crucial. These relationships will be characterised by mutual respect, by positive attitudes, by the willingness to listen and be listened to and by the valuing of all pupils.

Spiritual Development:

This relates to the quest for individual identity and the search for meaning and purpose in our existence. It leads towards the understanding of self and others. It has to do with feelings, emotions, attitudes and beliefs. It is not linked solely to a particular doctrine or faith and spiritual development is therefore accessible to everyone.

Aims for Spiritual Development:

- The ability to listen and be still
- The ability to reflect
- The ability to sense wonder and mystery in the world
- The ability to sense the special nature of human relationships

Objectives for Spiritual Development:

- To develop the skill of being physically still, yet alert
- To develop the skill to use all ones senses
- To develop imagination
- To encourage times for quiet reflection throughout the school day
- To develop individual self confidence
- To consider the question of God
- To develop a sense of awe and wonder in the world.

Moral Development:

Pupils are encouraged to understand the need for a common code and to follow it from conviction rather than because of sanctions or consequences. Across the Federation we work towards an understanding of what is right and wrong. From this basis pupils may develop the ability to make judgements and to become increasingly responsible for their own actions or and behaviour.

Aims for Moral Development:

- To understand the principles lying behind decisions and actions

- To be able to distinguish between right and wrong
- To be able to make decisions, accepting and understanding consequences of their actions
- To move gradually through a 'taught morality' to taking responsibility for their own moral decisions

Objectives for Moral Development:

- To tell the truth
- To respect the rights and property of others
- To help others less fortunate than themselves
- To be considerate to others
- To take responsibility of own actions
- To exercise self discipline
- To develop high expectations and a positive attitude
- To conform to rules and regulations to promote order for the good of all

Social Development:

This enables pupils to become conscientious participants in their family, class, school, the local and wider community. Within this there should be a balance of the positive, satisfying elements of belonging to a group or society along with the demands, obligations and cooperation such membership requires.

Aims for Social Development:

- To relate positively to others
- To participate fully and take responsibility in class and school
- To use appropriate behaviour across a range of situations
- To work cooperatively with others
- To use own initiative responsibly
- To understand our place in our family, school and society

Objectives for Social Development:

- To share emotions such as love, joy, hope, anguish, fear and reverence
- To be sensitive to the needs and feelings of others
- To work as part of a group
- To interact positively across a range of situations, e.g. clubs, sports activities, visits, church services, music festivals etc.
- To develop an understanding of citizenship and to experience being a part of a caring community
- To show care and consideration for others e.g. sharing and turn taking
- To realise that every individual can do something well and have something to offer

Cultural Development:

At the heart of cultural development lies the necessity to develop a sense of personal identity, whilst at the same time acquiring awareness, understanding and tolerance regarding the cultural traditions and beliefs of others.

Aims for Cultural Development:

- To develop a sense of belonging to pupils' own culture and being proud of their cultural background
- To respond to cultural events
- To share different cultural experiences
- To respect different cultural traditions
- To understand codes of behaviour, fitting to cultural tradition
- To develop a balanced approach to retaining the traditions of our society, whilst perceiving in a positive light the contribution of other cultures, past and present

Objectives for Cultural Development:

- To develop an awareness, recognition and appreciation of the Arts, i.e. Music, Art, Drama, Literature etc.
- To develop a love for learning
- To develop an understanding of different cultures and beliefs, including Christianity
- To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond
- To develop the ability to value these independently

General Aims for Spiritual, Moral, Social and Cultural Development:

In accordance with the Education Reform Act 1988School aims towards ensuring a broad and balanced curriculum:

- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- To prepare pupils for the opportunities, responsibilities and experiences of adult life
- To promote respect and consideration for differences in gender, race, religion
- To help each pupil achieve their full potential across all areas of the curriculum
- To develop the individual strengths of all pupils and to help and provide support in areas for development
- To inspire and stimulate the pupils in order to foster a love of learning and enquiry, to reason rationally and to apply themselves to tasks and physical skills
- To help our pupils towards independent learning and to equip them with all life skills in order for them to take their place in a fast changing society
- To ensure there is continuity and progression in skills, knowledge and understanding in all areas of the curriculum
- To develop respect for religious and moral values and understanding of other races, religions and ways of life
- To help the pupils understand the world in which they live
- To develop a sense of responsibility, consideration for others, self respect and self confidence
- To promote good relationships between home, school and the local and wider communities

Homework:

Introduction:

In our school, all children are expected to complete work at home. This policy should be read in conjunction with the policies on English and Mathematics, together with the policies for Special Educational Needs, Assessment and Target Setting and Marking. The policy is supported by the core purpose of the school: to maximise the learning opportunities for all by providing high quality education.

Aims:

- To further the development of literacy and numeracy.
- To foster an understanding of achievements being directly proportional to effort.
- To provide a grounding for lifelong learning.
- To ensure that each child's achievement is maximised.
- To involve parents and carers in their children's education.
- To reinforce learning through a thematic curriculum.

Guidelines:

Class 1

- Every child has a reading book bag, reading diary.
- Every child has a reading book which is usually changed up to three times a week.
- All children have a homework book, which is sent out on (Monday, returned by the following Friday at Frithville and Thursday, returned by the following Wednesday at New York).
- During the year each child will bring home key words to learn.
- Homework is topic related, numeracy, literacy or science.
- Homework tasks are always related to the learning taking place within the classroom.
- All work is marked in accordance with the school's marking policy.

Class 2

- Every child has a reading book bag, reading diary and a school reading scheme book or an 'own choice' reading book (dependent on ability).
- Literacy and spelling homework is set on (Monday, returned to school by the following Monday at Frithville and Wednesday to Wednesday at New York) by the latest each week.
- Maths homework is set on (Friday, returned to school by the following Friday at Frithville and Friday to Wednesday at New York) by the latest each week.
- Themed homework will be given appropriate to extend/facilitate learning.
- Homework tasks are always related to the learning taking place within the classroom.

- All work is marked in accordance with the school's marking policy.
- Children complete their homework in "Golden Time" if they fail to hand it in for two consecutive weeks.

Study Support

A Homework Club is facilitated by a senior teacher during (Friday at Frithville, Tuesday at New York) lunchtimes for any child who needs a quiet place to complete his/her homework or who needs help with his/her homework.

Equal Opportunities and Inclusion

- We are committed to providing effective learning opportunities for all pupils and apply the three principles for inclusion.
- Suitable learning challenges will be set for all pupils with the aim of maximising achievement for all pupils at an appropriate level for each individual.
- Teachers will respond appropriately to pupils' diverse learning needs and be aware of the needs of differing genders, special educational needs and disability, as well as different social, cultural and ethnic backgrounds.
- Teachers will be aware of overcoming the potential barriers to learning and assessment for individuals and groups and respond accordingly by making effective provision and liaising with appropriate staff.