



Eastfield Primary School Policy Statement for the Curriculum

Introduction

At Eastfield Primary School we offer all children an excellent education to ensure all pupils are well-equipped for the next stages in their education. At Eastfield Primary School we are proud to be a welcoming, successful, inclusive school. We recognise everyone as a unique individual with their own ambitions, skills and dreams. We aim to provide an environment that encourages life-long learning. Restorative Practice is at the heart of our commitment to ensure all our pupils are highly successful and self-regulating members of modern British society. Respect, leadership, motivation, resilience, self-control, self-confidence and effective communications skills, as well as academic success based on individual starting points, physical and mental health and the spiritual, moral, social and cultural development are all qualities, we believe, help to build a successful individual. Our pupils are provided with a firm grounding in core skills including, reading, writing, spelling, grammar and mathematics. Our curriculum includes not only the formal requirements of the National Curriculum, but also a range of extra-curricular activities that the school provides in order to enrich the wider experiences of the children.

Aims of the School Curriculum

The broad aims for the school curriculum are:

- Provide an extensive curriculum with an emphasis on developing basic skills
- Ensure Restorative Practice contributes effectively to building a self-regulating, self-motivated individual who consistently demonstrates respect, leadership and resilience when faced with adversity and challenge.
- Provide high quality teaching experiences, which excite and motivate children in the classroom and beyond
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom and at times involve the wider community such as parents and carers
- Provide a curriculum that encourages pupils to extend their interests beyond school for example, club level sport
- Closely monitor and assess progression in attainment and application of skills
- Ensure our children know what they are learning and WHY and allow time to engage, reflect and review – including peer and self-evaluation



Eastfield Primary School - Policy Statement for the Curriculum 2018-2019



- Use a wealth of relevant resources – in classrooms, outdoors, in the local community and the wider area, including visits and visitors
- Encourage our pupils to develop their enterprise skills in order for them to grow into innovative, creative, strategic-thinking individuals who are equipped with skills that underpin employability.
- Ensure each and every one of our pupils understands and embraces modern British values.

Curriculum

The creative curriculum has been organised through a ‘topic based’ approach, which incorporates the key knowledge, skills and understanding set out in the National Curriculum. The use of technology is encouraged in all topic areas as a subject in its own right and in both the teaching of the topic and in the opportunities for children’s independent learning. Each topic area includes key texts, linked to the topic; this provides a context through which Literacy can also be taught. Furthermore, extra emphasis can be made through the themed curriculum on basic skills.

The following subjects are also taught as dedicated, discrete sessions:

Mathematics – Mathematics skills are key to developing everyday skills; links can be made throughout the theme, however key skills are taught in dedicated sessions. Mathematical teaching follows the mastery curriculum approach where pupils develop their application of arithmetic skills through variation, problem-solving and reasoning.

English –Spelling, Grammar and Punctuation, Phonics, some Guided Reading sessions and handwriting are taught as discrete sessions, within the writing journey, as they build up basic skills.

Reading -The Letters and Sounds program is used to teach Phonics in EYFS and Key Stage 1. The children begin at Phase 1 and proceed through the phases; at the same time, the teaching is also supported by the Jolly Phonics Program. A selection of phonic based reading schemes are used – Oxford Uni Press, Pearson and Rigby Star are the main reading schemes used but a range of other literature and reading books are always used. Bug Club is used throughout the school to support the teaching of reading and comprehension skills.

RE – Is taught in accordance with the Approved East Riding Syllabus, links with topics are made where appropriate.

Physical Education



Curriculum Planning

Planning begins with the school's long-term plan, which outlines the statutory requirements of the national curriculum that need to be covered within either each year or over the phase. Additional context is added to ensure coverage is broad and children experience a broad balance of knowledge, skills and understanding throughout their learning journey. From this, teachers produce medium-term plans that ensure learning is cohesive, progressive and links closely with the chosen topic. Short-term plans are then formulated. Long-term plans are published for each year group on the school's website.

Assessment and Target Setting

At the beginning of the school year, attainment targets are set for all pupils in reading, writing, maths and science. Attainment targets are set based on prior attainment at the end of either EYFS or Key Stage 1 and pupil achievement. These targets are shared with parents at parents evening. Teachers assess children against statutory requirements of the National Curriculum in all subjects. Attainment in reading, writing and maths is measured against age-related expectations set out in the statutory requirements of the National Curriculum. Where the curriculum expectations span 2 years, teachers use KPI's based on these statements to make an assessment of whether a pupil is on track to meet the expected standard by the end of the key stage. Teachers assess during and after every lesson. This short-term formative assessment informs future planning and ensures that assessment is being used to enhance learning. Self and peer assessment is also used and children are involved in the process of assessment.

In all other subjects, pupils will be assessed annually against key skills and milestones linked to age-related expectations set out by the new National Curriculum. Subject leaders will gather the information and evaluate standards in their subject, along with looking at areas of strength and weakness. This information is then passed to the Head of School who evaluate this at a whole school level. The class teacher comments on each child's progress in the annual school report to parents.

Equal Opportunities and Entitlement

We aim to give all children, irrespective of age, gender or ethnic origin equal opportunity to make maximum progress. It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment, which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL and children identified with a Special Educational Need (SEN).



The Foundation Stage

The EYFS curriculum meets the requirements set out in the revised National Curriculum at Foundation Stage. The curriculum plan focuses on Early Learning Goals and Ages and Stages. During the children's first term, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

Restorative Practice

Restorative Practice is at the heart of our curriculum and a reason for enabling our pupils to be successful learners. A restorative school is one, which takes a restorative approach to resolving conflict and preventing harm. Restorative approaches enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right. By being a restorative community, we believe that pupils are equipped to self-manage their behaviours

Modern British Values

At Eastfield Primary School, we value and respect the diversity and backgrounds of all our pupils, families and the wider school community. The Department for Education defines British Values as follows:

- Respect for democracy and support or participation in the democratic process
- Respect for the basis on which the law is made and applies in England
- Support for equality of opportunity for all
- Support and respect for the liberties of all within the law
- Respect for and tolerance of different faiths and religious and other beliefs

Here at Eastfield Primary, we actively promote British values in just some of the following ways:

- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.
- enable students to distinguish right from wrong and to respect the civil and criminal law of England Individual Liberty
- Enable students to develop their self-knowledge, self-esteem and self-confidence
- encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely



Eastfield Primary School - Policy Statement for the Curriculum 2018-2019



- encourage respect for other people, and further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures
- enable students to acquire a broad general knowledge of and respect for public institutions and services in England