

★ **Garden Suburb Infant School** ★

Curriculum Policy

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Curriculum Policy

1 Aim

- i. To set out clearly the principles which underpin our Curriculum.
- ii. To ensure that our curriculum appropriately meets the needs of children from Foundation Stage through to the end of Key Stage One.
- iii. To set out specific expectations in relation to curriculum content and delivery.

2 Principles which underpin the curriculum.

- i. Our curriculum incorporates the requirements of the National Curriculum for both the Foundation Stage and Key Stage One.
- ii. We aim for our curriculum to develop skilled life-long learners who are active and responsible future citizens. To support this, we place a very high priority on the development of:
 - core learning behaviours
 - speaking and listening skills
 - language skills, including the building of a rich vocabulary
 - personal, social and emotional well- being
 - physical skills and well-being
 - cultural capital of our pupils through skilled creative arts teaching and a programme of visits and experiences
- iii. The key principles underpinning our curriculum are:
 - High expectations and challenge for all children
 - Consistent and effective use of Assessment for Learning strategies
 - Well planned, sequential learning experiences that develop knowledge and skills and which build on, and activate prior knowledge
 - A sound programme of teaching in the academic skills, with catch-up programmes and interventions for those children who need additional help
 - Sound transition and induction arrangements that enable us to build on their varied starting points, taking into account all of the above
- iv. We believe that these principles will also enable children to 'learn how to learn' and will support them in all their future learning.
- v. In our school, children, at the very beginning of their education, will learn through practical experiences, often outside the classroom. Our curriculum is based on 'hands on' cross curricular experiences. Each half term, we introduce a new theme using a book, painting or other similar stimuli. The majority of the taught curriculum will be based around this theme, which enables children to make deep and lasting connections within and across their learning.

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3 Core learning behaviours

- i. Children will not learn effectively and deeply if they have not developed a set of key attitudes and dispositions. We aim to develop them in all aspects of the taught curriculum and they are transferrable across the curriculum. We will focus on the following core learning behaviours:

Independence	Co –operation	Inventiveness	Resilience	Reflection
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- ii. In order to develop these learning behaviours we will:
- Use assembly opportunities to promote and celebrate relevant behaviours.
 - Use class discussion times to focus on relevant behaviours.
 - Incorporate the learning behaviour focus into planning.
 - Discuss with individual children, during regular teacher pupil dialogues, which learning behaviours they need to develop.
 - Communicate the focus on learning behaviours with parents through certificate assemblies, newsletters and our website.
 - Display learning behaviour mascots in classes and around school.

(See Appendix 1 for more information about Learning Behaviours)

4 Personal, Social, Health and Economic Learning, and British Values

- i. We use the HEP framework to plan Personal, Social, Health and Economic Learning throughout the school. The curriculum is taught through the core themes of Health and Wellbeing, Relationships and Living in the Wider World. It is taught explicitly as a subject and informs our whole school ethos. We also support children's wellbeing through a focus on our school code:

Be Kind Be Fair Be Honest Be Safe

- ii. We believe that this code is appropriate to the age, development and understanding of our children. We feel that this code supports and fulfils our statutory duty in respect of the promotion of British Values. (Appendix 2).
- iii. To support our children's Social and Moral learning we support a number of charities, both local and national, including The Finchley Food Bank, The Akili Trust, Water Aid and Children in Need.

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5. The development of physical skills and well-being.

- i. Young children need to be physically active. Their bodies are constantly growing and developing and regular physical activity is essential for both their health and well-being, which will in turn support their learning.
- ii. We prioritise physical learning in the curriculum with a minimum of two sessions of PE timetabled per week in KS1.
- iii. Children in Reception and Year One have regular access to the outdoor classroom and we do take learning outside wherever possible.
- iv. We aim to provide a range of interesting and physically active things to do during play and lunchtimes and facilitate a range of afterschool clubs which focus on sport and physical activity.
- v. If we feel that a child's physical development is not progressing or age appropriate, we may offer additional interventions.
- vi. We participate in the Barnet sporting challenges and events and the Barnet dance festival, which are open to KS1 children.

6. Curriculum in the Foundation Stage

- i. Children in our Reception classes continue the Foundation Stage of the National Curriculum for 3 -5 year olds which begins in nursery and is usually completed by the end of the Reception year. This is a separate and distinct stage of the national curriculum with its own areas of learning and criteria for assessment. These areas of learning are
 - Personal, Social and Emotional Development
 - Communication and Language
 - Physical Development
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts
- ii. At this stage the curriculum is not prescribed or highly structured but very flexible. Teachers observe children closely, engage them in constructive play in a range of contexts and through close observation make provision to extend each child's learning.
- iii. Throughout their Reception year children will regularly work outside and access the curriculum in our outdoor classroom.
- iv. Although the curriculum is very flexible, children in Reception Year will have daily phonics and mathematics sessions in order to prepare them for the requirements of KS1. Children will progress through the phonic programme according to their age and stage of development.

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- v. At the end of their Reception year children are assessed in the Early Years Foundation Stage by which time most children are expected to have achieved a 'Good Level of Development'.

7. Curriculum in Key Stage One

- i. Year One and Year Two work within Key Stage One of the National Curriculum 2014.
- ii. Key Stage One separates the curriculum into specific subject areas and the expectations of what children should be taught in each area, together with the expected standards to be achieved, are very clearly set out. Details of expected standards to be achieved can be found on our website, our curriculum information booklets and on the DfE website.
- iii. However, although the curriculum is subject based, we integrate children's learning as much as possible and plan using a thematic, cross curricular approach.

8. Expectations of curriculum coverage in Key Stage One

All children in Key Stage One will have the following:

- Reading with their teacher at least once a week
- Daily mathematics lesson
- Daily phonics lesson
- At least two hours of physical activity a week, including PE.
- Daily writing opportunities.
- Weekly PSHE lessons.
- Regular sessions to teach grammar (Y2)

9. Progression of learning throughout the school

- i. We expect to see clear progression in learning throughout the school and in all curriculum areas. This is evident in school long term and medium term planning for each year group.
- ii. Medium term planning also includes end points, and references to prior and next learning.
- iii. Subject leaders create a portfolio with exemplars of children's work from across the school and demonstrating this progression.

10. Planning, assessing and monitoring the Curriculum

- i. All teachers have regular time each week, with colleagues in the same year group, to plan the delivery of the curriculum. In Key Stage One this is done using the learning objectives set out in the National Curriculum.
- ii. All teachers in school, except for those new to their role, have responsibility for the development of at least one curriculum area. This means that they are responsible for

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keeping up to date with developments in that area, for resourcing the subject and for monitoring teaching and learning.

11. Assemblies and Religious celebrations

- i. The Key Stage One cohort meets for about 20 minutes, daily. Reception join for special assemblies.
We have weekly assemblies as follows:
 - **Monday am** - Music assembly. Children learn new songs and this assembly is occasionally used for performances or celebrations.
 - **Tuesday am** - Birthday assembly.
 - **Wednesday pm** – Key Stage One. Again this will concentrate on discussing and promoting the school code, Learning Behaviours and the PSHE curriculum.
 - **Thursday am** – Head Teacher’s Assembly which will usually focus on an aspect of the PSHE curriculum.
 - **Friday am** – Certificate assembly, where a child from each class is nominated to receive a certificate. The focus is usually on learning behaviours.
- ii. As a multi-cultural, multi-faith school, we have many religious festivals to celebrate. We celebrate the major festivals for Christianity, Hinduism, Islam and Judaism. We will also mark, usually through displays, any other significant celebrations which are important to our school community. We usually have a special assembly to which parents are invited, a special display and follow up activities in the classrooms. Children are actively involved in these assemblies.

12. Whole School Events, Special Events and performances events

- i. We aim for at least one half term a year to share a whole school theme. This is usually in the Spring or Summer Term. We have had the whole school focussing on the following themes and they were very successful:
 - Kenwood Project
 - Take One Picture Project
 - The Olympics
- ii. We also have shorter projects which may relate to particular events in the calendar or provide an opportunity for curriculum enrichment.
- iii. The annual calendar of special events and religious assemblies is set out in Appendix 3

13. Visitors to school

We invite visitors, either individual or organisations into school to enhance and extend the curriculum and children’s experiences. These may vary but recent examples include:-

- Drama workshops for the Great Fire of London topic
- Space Dome Planetarium
- Animal Encounters Workshop
- Toy Museum

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14. Visits out of school

- i. Children's learning is greatly enhanced by visits to different locations outside school.
- ii. Every term all children will have a 'local walk' in the vicinity of the school, usually including a visit to Big Wood.
- iii. In addition we expect that, at least once every academic year, children will go on an educational visit further afield. This visit may involve coach travel but could be by public transport. Recent visits have included Kew Gardens, The RAF museum, A boat trip on the River Thames; Buckingham Palace; Stephens House; Kenwood House.

15. After school Clubs

- i. We have a number of very popular after school clubs which are run by external providers for a fee. Currently these clubs are for children in Year One and Year Two:

Monday	Tuesday	Wednesday	Thursday	Friday
- Chess - Drama	- Dance	- Gymnastics	- Taekwondo - Djembe-drumming - Football	- Multi-Sports

16. Curriculum events for parents

- i. We want to engage parents in their children's learning and so we provide regular opportunities for them to come into school, both during the school day or in the evening.
- ii. The nature of the events will vary according to the year group. Appendix 3 sets out the timetable for the year

This policy should be read with:

- Assessment Policy
- Individual subject area curriculum intents, implementations and policies
- Monitoring and Evaluation Policy
- SEND Policy
- Teaching and Learning Policy.






List of Appendices

- APPENDIX 1 - Learning Behaviours – What does it mean for a child?
- APPENDIX 2 - How our School Code relates to British Values
- APPENDIX 3 - Annual calendar of events

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Appendix 1 - Learning behaviours – what does it mean for a child?

Independent Iris	Co –operative Colin
<ul style="list-style-type: none"> • I listen to instructions. • I know what I need to do. • I take care of my environment and myself. • I try for myself before I ask for help. • I notice things around me. • I think for myself. • I enjoy doing things for myself. • I can find ways to solve problems for myself. 	<ul style="list-style-type: none"> • I like to work with others. • I listen to the ideas of others. • I can manage my feelings. • I help others to learn. • I take turns and share. • I learn from others. • I treat others fairly. 
Inventive Ivy.	Resilient Rupert.
 <ul style="list-style-type: none"> • I use my imagination. • I wonder what if....? • I use what I have learned in many different ways. • I can solve problems. • I ask many questions. • I use my initiative. • I can use a range of equipment. 	<ul style="list-style-type: none"> • I have confidence in myself. • I am brave and will try new things. • I find ways to help myself. • I concentrate and ignore distractions. • I accept a challenge. • I keep on trying and don't give up. • I know that making mistakes is part of learning. 
Reflective Rowan.	
 <ul style="list-style-type: none"> • I listen to advice and feedback. • I think about what I am doing and learning. • I know that I can learn from my mistakes. • I can talk to other people about my learning. • I know how to make my work even better. • I am proud of what I can do. 	

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Appendix 2 - How our School Code relates to British Values

The fundamental British values are:

- Democracy
- Rule of law
- Individual liberty
- Respect
- Tolerance

School code →	Be Kind	Be Fair	Be Honest	Be Safe
British value ↓				
Democracy	<p>I listen to what others want</p> <p>I use kind words to others.</p>	<p>I listen to others and take turns in conversations.</p> <p>I know that no one person is more important than anyone else.</p> <p>I can take turns with others when I playing</p>	<p>I will help by following the agreed class and school rules. and expect other to also</p>	<p>I can share spaces and equipment safely.</p>
Rule of law	<p>I try to include everyone in my games and help them to join in.</p>	<p>I can accept the majority decision or authority.</p> <p>I know that rules are for everyone's benefit and apply to all of us</p> <p>I accept the rules in school and elsewhere</p>	<p>I understand that there are consequences to my behaviour</p>	<p>I know how to care for and respect the environment so it is pleasant and safe.</p> <p>I know that the school rules are to keep myself and everyone else safe.</p>
Individual liberty	<p>I expect others to treat me kindly</p> <p>I know that my behaviour affects others</p>	<p>I am able to make good choices, which are fair to others.</p> <p>I know that it is ok if I think differently to others</p> <p>I know that we are all important but different.</p>	<p>I can accept when I make a mistake or have done something I regret</p> <p>I know that telling the truth is important</p> <p>I expect others to be honest with me.</p>	<p>I know how to keep myself safe</p> <p>I know whom I can talk to if I am frightened or sad.</p> <p>I can take responsibility for my actions.</p>
Respect and Tolerance	<p>I celebrate the success of others</p> <p>I am patient with people who can't do the same as me.</p> <p>I treat people well even if they are not the same as me.</p>	<p>I know that sometimes I don't get what I want</p> <p>I expect others to treat my beliefs and customs in a tolerant way.</p>	<p>I know that there are differences between all of us.</p> <p>I respect others by telling the truth.</p>	<p>I know when I should say 'no' and to not tolerate things that upset me.</p>

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Appendix 2 (continued)

HOW THE CURRICULUM AT GSIS SUPPORTS BRITISH VALUES

VALUE	Taught through/by	Visible and evident by.....
RESPECT <ul style="list-style-type: none"> for self for others for the rules for the environment 	<ul style="list-style-type: none"> High quality PSHE and Humanities curriculum Clear understanding and application of Behaviour Policy Adults modelling appropriate behaviour at all times. High expectations from staff Shared School code Regular Special assemblies Multi-cultural resources and experiences. All cultures celebrated and acknowledged Clear and shared Class rules Circle times Drama/enactment Visits to local area 	<ul style="list-style-type: none"> Children and adult talk and interactions High levels of mutual support shown by children to each other Good standard of behaviour and conduct in classrooms and around school. School environment well cared for and valued. Shared celebrations
TOLERANCE <ul style="list-style-type: none"> Of other peoples faiths and cultures. Of others abilities and appearance 	<ul style="list-style-type: none"> Promoted through all aspects of the curriculum especially PSE, Literacy, Humanities School code/ Class rules Class discussions about difference and inclusion. 	<ul style="list-style-type: none"> Acceptance of others beliefs and culture Absence of racist or other abuse. Mixed friendship groups Children not excluded Well attended whole school celebrations
DEMOCRACY RULE OF LAW	<ul style="list-style-type: none"> Promoted through all aspects of the curriculum especially PSE, Literacy, Humanities In class voting in a range of contexts 	<ul style="list-style-type: none"> children actively contributing to class and school rules. Understanding that rules/laws are to protect us
INDIVIDUAL LIBERTY	<ul style="list-style-type: none"> Given choices within the curriculum. PSHE focus on good choices and poor choices. Focus on thinking for oneself – not following the crowd 	<ul style="list-style-type: none"> Pupils explaining their thinking and decision-making. Circle times show the range of viewpoints. Opportunities to vote
The following are not listed as British Values but nonetheless we see them as integral		
RESPONSIBILITY <ul style="list-style-type: none"> for self for others for belongings for equipment for environment 	<ul style="list-style-type: none"> Clear understanding and application of Behaviour Policy Children given responsibilities within class and school. Through work on charities begin to be aware of wider responsibilities 	<ul style="list-style-type: none"> Children willing and able to acknowledge behaviour mistakes. Recognition that all have a responsibility to each other Work of charities understood and supported Children understand their responsibilities in school.
FRIENDSHIP <ul style="list-style-type: none"> In school In the wider world 	<ul style="list-style-type: none"> Promoted through all aspects of the curriculum especially PSHE, Literacy, Humanities. Supported by adults in school especially at play times. 	<ul style="list-style-type: none"> Children know what makes a good friend and how to be a good friend. Conflicts are resolved Inclusion of all children Shared celebrations

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Appendix 3

Annual calendars of religious/whole school events

	Autumn	Spring	Summer
Religious celebrations	<ul style="list-style-type: none"> Rosh Hashanah Diwali Hannukah Christmas 	<ul style="list-style-type: none"> Passover Easter Nowruz (Iranian New Year) 	<ul style="list-style-type: none"> Ramadan Eid ul Fitr
Whole school Special events	<ul style="list-style-type: none"> Harvest Festival Values 	<ul style="list-style-type: none"> Curriculum week World Book Day Sports/Comic Relief/Children in Need Values Family Reading week 	<ul style="list-style-type: none"> Walk to school week PE day Values Skip- a – thon Water Aid Day Curriculum week Whole school project

Annual calendar of events for parents

	Autumn	Spring	Summer
Reception	<ul style="list-style-type: none"> Social evening Curriculum evening Parent consultations Special assemblies 	<ul style="list-style-type: none"> Reception singing performance for parents Parent Reading workshop. Parent drop-ins Parent consultations Special assemblies 	<ul style="list-style-type: none"> Transition meetings – meet new teachers New parents evening PE day Special assemblies
Year One	<ul style="list-style-type: none"> Curriculum information mornings Parent drop-ins Parent consultations Special assemblies 	<ul style="list-style-type: none"> Curriculum week Parent drop-ins Parent consultations Parent Reading and Maths workshops Special assemblies 	<ul style="list-style-type: none"> Transition meetings – meet new teachers PE day Special assemblies
Year Two	<ul style="list-style-type: none"> Curriculum information mornings Parent drop-ins Parent consultations Special assemblies 	<ul style="list-style-type: none"> Curriculum week Parent drop-ins Parent consultations Parent Maths Workshop Special assemblies 	<ul style="list-style-type: none"> Transition meeting to Junior school PE day Special assemblies Y2 End of Year show