

# Curriculum Policy



*Springfield is a Rights Respecting School.*

*Article 3- The best interests of the child must be a top priority in all actions concerning children.*

*Article 28 – Every child has the right to an education.*

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It is the means by which the school achieves its objective of educating our children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. At Springfield our curriculum is underpinned by our aims and values. It includes not only the formal requirements of the new National Curriculum and Early Years Foundation Stage (EYFS), but also the range of extra-curricular and other activities such as off site visits, that the school organises in order to enrich the experience of children. It also includes the 'hidden curriculum' or what the children learn from the way they are treated and expected to behave. We aim to teach our children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they can achieve their full potential here at Springfield and in their future life.

Our school aims are:

- ❖ To enable everyone within our organisation to use their capabilities to advance as individuals, ensuring equality of opportunity.  
**Article 29 – Education must develop every child's personality, talents and abilities to the full.**
- ❖ To prepare for the complexities of adult life enabling them to develop:
  - Lively and enquiring minds, to question and argue rationally.
  - Knowledge, experience and understanding of the world in which they live.
  - Skills and attitudes which all children need to become independent, co-operative and life long learners.
  - To enable children to have self respect, a belief in their own abilities, respect for others, the environment, and the community in which they live and therefore become good citizens and know their rights.
  - To encourage creativity and enterprise.
  - Skills to make choices to develop healthy lifestyles.
- ❖ To encourage parents' / carers' involvement in their children's education.  
**Article 18 – Both parents share responsibility for bringing up their child and should always consider what is best for the child.**

The National Curriculum and Early Years Foundation Stage lie at the heart of our policies at Springfield Infant School to raise standards. It sets out a clear, full and statutory entitlement to learning for all pupils. It determines the content of what will be taught, and sets attainment targets for learning. It also determines what performance will be assessed and reported. Our curriculum therefore gives teachers, pupils, parents and the wider community a clear and shared understanding of the skills and knowledge that young people will gain at Springfield Infant School. It allows us to meet the individual learning needs of pupils. It also provides a framework within which all partners in education can support young children on the road to further learning.

Our curriculum aims to:

- ❖ Be balanced and broadly based
- ❖ Provide equal access and opportunity
- ❖ Ensure differentiation, progression and continuity
- ❖ Be relevant to all pupils
- ❖ Ensure pupils learn how to learn
- ❖ Be based on a knowledge of each child
- ❖ Meet statutory requirements for the National Curriculum, for religious education and for collective worship
- ❖ Teach skills to make choices to develop healthy lifestyles.

Our curriculum defines the core knowledge and experience which is the entitlement of every pupil and develops key skills across subjects. It is flexible enough to give teachers the scope to build learning and teaching around it in ways which will promote excellence and enjoyment.

### **English and Mathematics**

The teaching of English and Mathematics are an integral part of the school day. Reception follows the EYFS curriculum. Wherever possible a cross curricular approach is used in these subjects linking them to the topic being taught. The curriculum for English and Mathematics meets the objectives of the National Curriculum for 2014. The school has a published booklet which outlines how we teach children the four operations in maths. These show progression between the four operations. This is referred to when teachers are planning to teach these areas. Please refer to the individual policies; Reading, Writing, Handwriting and Mathematics for more information.

### **Science**

The school is well equipped for science and much of the work is practically based. Each term the school participates in Science investigation days where children conduct a range of investigation activities, where teachers are given the opportunity to assess the children they teach. We recognise the value of children finding out about the world around them by asking questions, making predictions and finding out the answers.

### **History and Geography**

We recognise humanities as valuable subjects and make every effort to make it as real and relevant for children by incorporating within our topics. They often include trips out to places that will help the children's learning really come to life.

### **Art and Design**

The children receive opportunities to explore materials and use a variety of media. Art, along with Music and PE are seen as important developmental points for primary aged children and we seek to show them enjoyment of the arts, as well as learning practical skills.

## **Music**

The children are given opportunities to experiment with and play a range of instruments. They participate in weekly singing assemblies, learning a range of songs. There is the opportunity for piano and guitar lessons from a peripatetic music teacher.

**Article 31 – Every child has the right to relax, play and join in a wide range of cultural and artistic activities.**

## **Modern Foreign Languages**

French is taught throughout the school, by our own native speaker. EYFS, Years 1 and 2 receive a 30 minute lesson each week.

## **PE and Games**

The children have approximately 2 hours of PE each week. Our aim is to provide basic skills as well as an understanding of health and well-being. We have a PE specialist that works with specific children those that are talented as well as those that need extra support.

We are delighted to be involved in competitive team sports within the locality.

We also organise extra-curricular clubs for football, dance, gym, yoga and Karate.

**Article 6 – You have the right to life and to grow up to be healthy.**

## **PSHCE**

The school follows a structured PSHCE (personal, social, health, citizenship education) curriculum, where there is reference to Rights, Respecting, Responsibilities. Wherever possible, planning reflects this to ensure a cross curricular approach. PSHCE is also covered in weekly assemblies and through our Junior Governor meetings, where the children meet with the head teacher to discuss and represent the ideas of their peers. The school ensures that PSHCE is part of the ethos of the school environment. This is evident on learning walks throughout the school and in the lessons that the children are taught. The school encourages the children to be sympathetic and empathetic towards their peers as part of the school environment.

**Article 12 – Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously.**

## **Computing**

The school understands the importance of teaching the children a range of computing skills as part of the curriculum. Children are given opportunities to learn new skills as well as develop these through cross curricular links. Each class has allocated time in the Computing suite as well as access to ipads and interactive whiteboards/ screens.

## **Meeting individual needs (EAL, SEN, G and T)**

All children are given the opportunity to access all areas of the curriculum. Teachers are required to plan for all children in their class and identify individuals who may need more support or differentiation on their planning. The Inclusion manager, class teachers, teaching assistants and inclusion team work closely together to ensure that all individual needs are planned for and met in each lesson. Intervention programs are also implemented where felt necessary to develop children's understanding and achievements.

## **EYFS**

The Early Years Foundation Stage follows a curriculum that enables the children to develop a wide range of skills. Children are provided with a wide range of learning opportunities where they are guided by adults or independent in their choices. The Early Years curriculum at Springfield aims to give the children the best start possible with their school life, and feels that we are able to do this in a positive way. Please refer to EYFS policy for more details.

An entitlement to learning is an entitlement for all pupils. We will aim to ensure that all pupils have the chance to succeed, whatever their individual needs and the potential barriers to their learning may be.

Equality of opportunity is one of a broad set of common values and purposes which underpin our school curriculum. These also include a commitment to value ourselves, our families and other relationships, the wider groups to which we belong, the diversity in our society and the environment in which we live.

Both elements reflect the fact that education is also about helping pupils to develop the knowledge, skills and understanding they need to live confident, healthy, independent lives, as individuals, parents, workers and members of society.

This policy is written to complement the New National Curriculum, the EYFS curriculum and the West Sussex Curriculum and should be read in conjunction with the Springfield Curriculum Statement.

Our curriculum is stored electronically in school and is available on our website. It is a working document and is being adapted and improved continually to meet the needs of all our children.

January 2018