



DITTON INFANT SCHOOL

Teaching and Learning

Curriculum and Assessment Policy

January 2018

Introduction

The school curriculum comprises all the activities planned to promote learning, personal growth and development. It includes both the formal requirements of the National Curriculum, as well as additional activities that we, as a school, organise in order to enrich the experiences of the pupils.

Our curriculum ensures that all children have access to a broad, balanced and relevant education that provides continuity and progression and takes account of individual differences. We believe that children learn best when their learning experiences are meaningful, therefore we teach most of our subjects through a connected curriculum whilst carefully maintaining individual subject integrity. Transferable skill development drives our connected curriculum (see Appendix 1 for glossary of terms).

Our school curriculum is underpinned by our core values:

- To respect the uniqueness for each individual and their views;
- To facilitate considerate and positive relationships between all members of the school community;
- To provide equality of opportunity for all members of the community;
- To develop confident, disciplined and enquiring learners, able to make informed choices and take responsibility for their own learning
- To respect the environment and safeguarding it for future generations.
- To create a well-structured environment in which children are able to learn and teachers are able to teach

1 Aims and Objectives

1.1 The aims of the curriculum are:

- to facilitate children's acquisition of skills and knowledge, which will help them to develop intellectually, emotionally, socially, physically, morally and creatively;
- to promote a positive attitude towards learning, so that children enjoy school and acquire effective learning behaviours to support lifelong learning; this is linked to having a growth mindset.
- to create and maintain an exciting and stimulating learning environment with rich, cross-curricular experiences
- to develop an ethos of support, encouragement and challenge;
- to ensure continuity and progression so that pupils achieve their full potential;
- to enable children to become responsible and considerate members of the community who respect and work cooperatively with others;
- to encourage respect for the environment and society;
- to recognise the crucial role which parents play in education and encourage parental involvement.

1.2 The objectives of the curriculum are that children will learn:

- to be able to communicate in a variety of ways;
- to solve problems in a variety of different situations by enquiring and making reasoned judgments and choices;
- to work independently, in pairs and as members of a team;
- to evaluate their own performance against agreed and realistic objectives/success criteria;
- to be curious, enthusiastic and eager;
- to care about and take pride in the school;
- to acquire a set of moral values on which to base their own behaviour and to gain a deepening understanding of British values;
- to develop tolerance and respect for all people including those of different social, ethnic and religious backgrounds

Early Years Foundation Stage

At Ditton Infant School we aim to provide a creative and balanced curriculum that meets the needs of all our children. The children in our Reception classes experience all areas of the Early Years Foundation Stage Curriculum. The seven areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development
- Literacy
- Mathematics

- Understanding the World
- Expressive Arts and Design

Phonics is taught using Letters and Sounds as the core programme supported by cued articulation, Jolly Phonics and Read, Write Inc resources and strategies.

Key Stage 1

Children in Years 1 and 2 experience all areas of the National Curriculum. The National Curriculum areas are: English, Maths, Science, History, Geography, Design & Technology, Computing, PE, Music, Art & Design. RE is taught using the Kent Agreed Syllabus as a basis. PSHE is taught using the SEAL materials and a range of other programmes to cover the non-statutory Programmes of Study.

Phonics continues to be taught using Letters and Sounds as the core programme supported by cued articulation, Jolly Phonics and Read, Write Inc resources and strategies.

At Ditton Infant School we use a connected curriculum approach to delivering the National Curriculum. The cross-curricular planning approach uses a 'connector' as the theme that links the subjects. The connector changes every half term. Educational visits and visitors into school are an important aspect of our curriculum and are used to broaden the children's understanding of the themes we teach. We use stunning starts and fabulous finishes for each connector theme. (see appendix 1)

2 Key Skills (Essential Learning) and Life Skills

We achieve these aims and objectives through an identified set of key skills (essential learning) and life skills that we believe are important within pupil development because they enable children to acquire the fundamentals for learning and life. These skills underpin the teaching and learning and children are then provided with opportunities to develop and apply them across the curriculum. The skills may be taught explicitly through one area of learning but are met again, developed and applied across all learning.

3. Curriculum Organisation in Foundation Stage

Good planning is key to ensuring that children's learning is effective and that they make good progress towards the early learning goals. The seven areas of learning support, foster, promote and develop children's learning and development. We plan for the seven areas taking into account the children's interests, needs, abilities and diversity as well as current events and themes. Teachers decide the overall theme for the unit and plan from children's interests. The duration of the theme is dependent upon the children's response. Each new theme is launched with a 'mini

stunning start'. The characteristics of effective learning are used as a thread that runs through the curriculum to ensure children make good progress towards the early learning goals.

4. Curriculum Organisation in Key Stage 1

The curriculum programmes of study are delivered through a connected curriculum with 6 overarching themes per year group, called Connectors. These hooks are chosen to develop transferable skills between subjects. Connectors are chosen to stimulate interest and curiosity. During the children's learning we endeavour to incorporate as many meaningful and memorable real life experiences as possible that are related to the connected learning.

Each academic year is divided into six terms and the Long-Term overview for each year group indicates the Connector and elements of the Programme of Study to be taught. The final term of the year has an 'untitled' connector and individual teachers decide on their final connector depending upon the learning needs of the children at the end of the year. This means that elements of the curriculum that have not been mastered can be revisited. We have also focused upon the characteristics of effective learning that we feel children need to develop to be 'great learners' and these run throughout all connectors. (Choosing Chimp, Go for it Gorilla, Proud Peacock, Exploring Elephant, Concentrating Crocodile, Creative Chameleon, I know Rhino, Persevering Parrot, Slinky Linky Snake). We also use a growth mindset as a thread that runs through our curriculum to encourage children to be reflective in their learning and develop their skills.

Our medium-term plans identify the skills and knowledge being taught in each area of learning, the learning outcomes and the success criteria as well as any special events such as visits and visitors. Each connector will have a 'Stunning Start' the purpose of which is to immerse the children in the learning and end with a 'Fabulous Finish' when the key subject specific key skills and life skills are celebrated. Each class has a 'topic board' on which these key skills are displayed. These are starts and finishes indicated on Medium Term Plans.

Our short term/weekly plans detail the learning objectives and activities for each lesson including the differentiation that will be taking place and how individual needs are catered for. English and mathematics are planned in greater detail on a separate planning sheet according to an agreed format.

When planning lessons, teachers may concentrate on a discrete subject or may plan a lesson that draws on two or more subjects from the curriculum. In this case, when planning, the teacher will be clear as to the learning objectives and the assessment focus for the lesson, which may be drawn from either or both subject areas.

5. Inclusion

The curriculum is designed to provide access for all children who attend the school. Where necessary it is adapted to meet the needs of particular pupils or extra support is provided. Work is differentiated to meet the capabilities of the children.

6. Roles and Responsibilities

6.1 The role of the class teacher is to:

- plan in accordance with the EYFS or National Curriculum and the long term plans for that year group to create engaging and progressive medium and short term plans;
- plan and organise 'Stunning Starts' and 'Fabulous Finishes' throughout the year that are noted on the long-term overview;
- plan open ended tasks to encourage and enable deeper thinking;
- encourage parental engagement, link in-school learning to home learning, create displays linked to topics within the class and develop these throughout the term;
- Collate evidence of learning including photographs and children and parents' opinions;
- With the children, reflect upon and evaluate progress towards the core skills and the characteristics of effective learning, focusing upon those which have been mastered and use this knowledge to plan further learning.

6.2 The role of the subject leaders is to:

- keep up to date with developments in their area of learning at both national and local levels;
- review the way the subjects are taught in the school and plan for improvement linking to whole school objectives;
- review curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for;
- develop subject specific files to show the achievements of children at each level of development in the core skills
- audit, order and manage resources to enhance learning experiences for the pupils;
- monitor how their subjects are taught through monitoring the medium and short-term planning ensuring that appropriate teaching strategies are used. Use the Key Objective Tracker to monitor assessment in their subject area.

6.3 The Headteacher has overall responsibility for the leadership of the curriculum and delegates responsibility to key staff.

7. Assessment

Our school considers accurate and focused assessment to be the cornerstone of high quality teaching, as it allows learning to be planned and taught accurately. Assessment is an on-going process and is used to inform short term planning using the Key Objective Tracker statements in KS1 and Develop Matters in EYFS.

7.1 Three times a year teachers will assess the learning progress made and the extent to which core learning has been mastered in all areas of the curriculum in EYFS and KS1. These assessments are given to the Headteacher to be added to the school summative assessment system. (DE tracker)

7.2 Pupils' progress across the curriculum is assessed by teachers throughout each year and reported to parents in written reports at the end of the Summer term of each school year and at

parental consultations during the Autumn and Spring terms.

7.3 During the Foundation Stage teachers record the pupils' progress using the EYFS ILD. On entry, during the Autumn Term and Spring Term data for each area is submitted to SLT for addition onto the DE-Tracker and next steps in learning are shared with parents in Term 1 and Term 3. At the end of the year teachers provide written reports to parents assessing children against age related expectations. EYFS assessment data is also inputted and tracked using the school summative assessment system. (DE tracker)

8. Parental Involvement

We feel it is essential to involve parents/carers in children's learning. Across the school we will take regular opportunities to inform and involve parents including; the use of class newsletter, class assemblies, homework, questionnaires, play and stay, showcasing work and information on the school website. Parents in YrR also have a log in to the Interactive Learning Diary.

9 Monitoring and Review

Evaluation is essential for the planning and development of the curriculum.

9.1 The subject leaders and senior staff monitor planning, delivery and assessment of subjects.

9.2 The Governing Body is responsible for monitoring the way the school curriculum is implemented. The governors liaise with the subject leaders and monitor the way the school teaches these subjects.

9.3 This policy will be reviewed annually.

Date of Next Review: December 2018

Appendix 1

Glossary

Connected Curriculum - Transferable skill development drives our connected curriculum. Connections are made within a term and across terms. We teach most of our subjects through a connected curriculum whilst carefully maintaining individual subject integrity. When meaningful connections cannot be made then teaching will be discrete.

The Connector - 'the hook for learning'- the connector brings together the concepts, processes, skills and application opportunities across a range of subject areas and enables the learning to hang together.

Core Skills / Characteristics of Effective Learning - the 'core skills' are considered to be the essential learning within the Connector and this learning is discussed in lessons and displayed in every KS1 classroom. These core skills are transferable and are used across a range of National Curriculum subjects and contexts. We have identified a range of 'effective learning skills' that we are seeking to develop in children across the school. We believe these learner characteristics need to be developed to enable the children to have positive attitudes to learning and effective learning behaviours and consequently these run throughout all linked subjects within a connector as well as through discrete subjects.

Topic Board - Each KS1 class has a 'topic board on which the core skills are displayed and which develops as the term progresses. It includes key skills/essential learning by subject, examples of on-going work and children's comments, outcomes of learning and end of connector evaluations

Stunning Start - each connector will have a different stunning start- an exciting start to engage, motivate and immerse the children in the learning via an experience. Eg. a local trip, a trip within Kent, a visitor to learn a new skill from, a visitor to interview, an internal event, an externally provided event (eg. learning bus, pantomime), a dressing up day.

Fabulous Finish - this is the opportunity to demonstrate that the children have mastered the essential learning of the key skills by the end of the term. There are a wide range of fabulous finishers to choose from but each year. Depending on the areas for development arising from self evaluation.

- 1) ICT presentation - applying learning via film, Powerpoint etc
- 2) Presentation to parents eg class assembly
- 3) Letter/communication to an organisation outside of the school
- 4) An in-school exhibition
- 5) A class book shared with another class
- 6) An individual book - fact or fiction
- 7) Group presentation
- 8) An out of school exhibition eg. local library display
- 9) Extended writing outcome
- 10) a creative outcome