

Caring for young minds

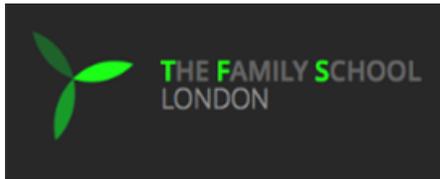
CURRICULUM POLICY

Date Approved by Governors	8 September 2016
Review Date	September 2017
Coordinator	HT
Principal Signature	Stephen Taylor

At the heart of all policies at The Family School are the following principles:

- Every young person in our school, whatever his or her personal circumstances can learn and achieve.
- Every young person in our school, whatever his or her self-perception and previous experiences, has academic and creative potential to become a valuable member of society.
- The key to learning at The Family School lies within the quality of the relationships between pupils, family members, staff and the intermediate agencies with whom we work.
- The success of our school is based on high expectations, mutual trust, caring for each other and taking responsibility.
- Every young person in our school is capable of becoming an agent for change in his or her local community.

Our vision is to provide our pupils with the confidence, academic progress, and ambition to take the next steps towards a successful and productive life and to be able to contribute positively within their local community and wider society.



The Family School Curriculum Policy

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Statement

The curriculum at the Family school is based on the New National Curriculum for key stage 1, 2 and 3. At the core of our curriculum is a belief that children should be encouraged to be active learners with a growth mindset. We carefully plan for opportunities for connection across subjects to be made.

Our pupils are offered a wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (key stage 1 and 2 ready and secondary ready), and enable them to be successful in the community.

Our curriculum ensures there are meaningful experiences that promote active engagement, excitement and a love of learning. Children are given opportunities to showcase their learning at the end of units to be celebrated and make learning purposeful.

We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

This policy makes reference to The New National Curriculum 2014. It is linked to our Equality, Gifted and Talented, Home Learning, SEND, SMSC and British Values and Teaching and Learning policies.

Aims

- That all pupils are provided with meaningful experiences that lead to consistently high levels of pupil's engagement and achievement.
- That the curriculum is carefully planned, using each child's assessments to ensure that learning is well matched to ability and challenging.
- That key skills in the core subjects are prioritised and taught both discretely and embedded throughout the curriculum.
- That there is any ethos of life-long learners from children, parents and staff member's teachers and other professionals are "lifelong learners", committed to an ongoing development of their own knowledge and skills to optimise the pupils' learning experiences.
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school.
- That all pupils are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience.
- That all pupils develop a growth mind set with a can do approach to learning that is transferrable on reintegration back to mainstream.

The Family School English Policy

Statement

Our English policy refers to the development of skills in Speaking and Listening, Reading, Writing, Spelling and Handwriting. At the heart of the English Curriculum is a belief that literacy and communication are key life skills. We follow the New National Curriculum for each child's stage of learning. This is achieved through a range of learning experiences and is delivered throughout the whole curriculum.

Aims

- To ensure all staff, children, parents/carers and Governors are aware of the aims for learning and teaching English at The Family School and that these are currently applied.
- To provide a rich literature diet and experience for all our children to develop a love of reading and writing.
- To model and promote a high level of literacy skills within reading, writing, speaking and listening (including role play and drama).
- To ensure that the New National Curriculum objectives are addressed both discretely and across the curriculum.
- To provide well planned opportunities for speaking and listening throughout the curriculum within pairs, groups and whole class settings.
- To embed links with ICT.
- To value and celebrate diversity in culture and language.

Delivery of the curriculum

DEAR/Independent Reading

All children begin their day with D.E.A.R (Drop Everything and Read). This is an opportunity for all children to read both independently and with an adult. We ensure that children read books at the appropriate level, developing and challenging both their decoding and comprehension skills. Teachers and T.A's use a range of teaching strategies and approaches to reading, working towards each child's individual target. This is an opportunity to encourage parents to support the development of their child's reading, which can then be continued at home. Once a week, adults throughout the school go into classes and read. This is to promote the concept that everyone is a reader. Core to this is the aim of developing a love of reading and lifelong readers. We ensure that children are provided with a rich literature diet, both within independent group and whole class reading sessions.

Phonics

In KS1 and KS2, children are taught phonics every day using Letters and Sounds. Each child's phonic phase is carefully assessed and classroom adults have a strong understanding of their next steps. If children in KS3 are assessed to have gaps in their phonic knowledge, this is addressed through intervention groups. Children's next targets are addressed not only in discrete phonic lessons, but also in their application in reading and writing throughout the day. We adopt a creative and kinesthetic approach to the teaching of phonics. All our lessons follow the following structure:

- Revisit/review
Revise previous learning of the letter/sound correspondences from previous phases.
- Teach
Introduce new letter/sound correspondence/tricky words in current phase.
- Practice
Practice the three skills of blending, segmenting and letter formation at word level.
- Apply
Extend to sentence level and text level.

SPHAG

Children are taught Spelling, Punctuation, Handwriting and Grammar skills throughout all key stages both discretely and embedded within lessons. At the Family School, we have introduced a zero tolerance ladder for spelling. This is to encourage children to take care when writing high frequency and tricky words.

Staff use the marking code to improve children's writing with a balance of SPHAG next steps and comprehension and effect.

Assessment

The children are tracked half termly using the New National Curriculum strands within our assessment system. Children are assessed against their year group. If there are significant gaps in their learning, they are also assessed on the year group below. This is used to provide accurate judgements to inform teaching.

The Family School Maths Policy

Statement

Our Maths policy refers to the development of skills in number, measurement, geometry and statistics, using the New National Curriculum. At the core of the Maths Curriculum at The Family School is a belief that basic skills in numeracy are key life skills. This is achieved through a range of learning experiences and is delivered both discretely and throughout the whole curriculum within a cross curricular way.

The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. In each lesson there is a short and simple mental maths session. We build on skills and understanding in a step by step way and continue to develop place value, the four number operations and the understanding of fractional parts. There are extra activities throughout the year to promote mathematical skills and thinking including participation in *World Maths Day*.

Aims

- To ensure all staff, children, parents/careers and Governors are aware of the aims for learning and teaching Math's at The Family School and that these are currently applied.
- To ensure that mathematical skills are taught every day and use each opportunity and relevant subject to develop pupils' mathematical fluency.
- To ensure our pupils understand the importance of mathematics, are encouraged to be confident in numeracy
- To ensure that the New National Curriculum objectives are addressed both discretely and across the curriculum.
- To develop pupil's knowledge and understanding of Mathematical concepts, whilst enabling them to practice and hone skills and methods.
- To enable pupils to think critically and communicate their understanding.
- To provide a mathematically stimulating environment with displays that promote mathematical thinking and discussion.
- To promote a positive attitude towards mathematics and to develop resilience in problem solving.

- To provide opportunities to apply learnt mathematical skills in different contexts across the curriculum.
- To ensure consistency within the school and that this is comparable with expectations children are likely to encounter should they move to a different school.
- To embed links with ICT.

Delivery of the Curriculum

Our teachers ensure that mathematical skills are taught every day. We also use a cross curriculum approach in order to develop pupil's mathematical fluency and establish links within subjects and real life situations. Through this, our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and apply the skills that they learn when problem solving.

Activities are carefully planned for and cover a wide range of mathematical knowledge, many with an emphasis on practical work to make learning engaging and purposeful. Homework ensures that parents are engaged in their children's progression in key maths skills and links to real life situations.

Assessment

Pupils are tracked half termly using the New National Curriculum strands using our assessment system (see our assessment policy). Pupils are assessed against their year group. If there are significant gaps in their learning, they are also assessed on the year group below. This is used to provide accurate judgements to inform teaching.

Curriculum Map for The Family School

	<u>Subjects covered</u>	<u>How is this subject taught at KS1, 2 and 3?</u>	<u>Schemes used for planning and teaching</u>
<u>Core Subjects</u>			
	English <ul style="list-style-type: none"> • Reading • Writing • SPAG • Phonics 	English is taught daily, both discretely and embedded across the Curriculum (See English Curriculum).	New National Curriculum Active Learn Letters and Sounds Phonic play
	Maths	Maths is taught daily, both discretely and embedded across the Curriculum (See Maths Curriculum).	New National Curriculum Abacus
	Science	Science is taught weekly in discrete lessons and through investigations.	New National Curriculum. Snap Science
<u>Foundation Subjects</u>			
	Creative Arts: <ul style="list-style-type: none"> • Art and Design • Design and Technology • Music 	Creative arts are mapped across children's learning journeys. Art and music specialists work with teachers to plan across the curriculum, ensuring lessons are taught discretely and embedded within the curriculum. We also have a weekly art class lead by an art specialist.	New National Curriculum
	Social, Moral, Spiritual and Cultural <ul style="list-style-type: none"> • Citizenship • PSHE • British Values • Sex and Relationships 	PSHE is taught in weekly sessions. It is also embedded across our class curriculum and the parent learning curriculum. Citizenship and British values is embedded across our curriculum and links to our school value of the month. This is addressed in the classroom, in parent learning sessions and multi-family groups. It is also highlights in assemblies and within our pro-social reward	New National Curriculum

		system.	
	<p>Humanities:</p> <ul style="list-style-type: none"> • Geography • History 	<p>Geography and History are planned within our termly learning journeys. These will have a focus on either geography or history. This focus is alternated to ensure coverage of objectives for each year group.</p>	<p>New National Curriculum</p>
	<p>Computing</p>	<p>Computing is embedded within our learning journey. We also have weekly coding clubs.</p>	<p>New National Curriculum</p>

The Family School Sex and Relationships Education (SRE) Policy

Statement

This policy refers to the implementation of the Sex and Relationship Curriculum at The Family School. The objective of Sex and Relationship Education (SRE) is to help and support young people through their physical, emotional and moral development. At the Family School, we believe that SRE will promote self-esteem and emotional health and well-being. We further believe it will support children and their families to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community. This is therefore embedded within the curriculum, parent learning and multi-family groups.

At The Family School we believe that all pupils should be offered the opportunity to receive a comprehensive and well planned programme of Sex and Relationships Education as part of the PSHCE Curriculum and specifically in addition to the New National Curriculum Science Programmes of Study.

Aims

We aim to:

- Ensure that SRE is embedded within our PSCE curriculum and that links to other curriculum areas, such as science, are clearly established.
- Provide due consideration to religious and cultural factors, and encourage pupils to have due regard to moral considerations, and the value of family life.
- Ensure that sex education is age-relevant and appropriate across all year groups.

- Ensure that the knowledge and information regarding SRE, to which all pupils are entitled to, is provided in a comprehensive way.
- Provide a safe environment that enables children to voice opinions and concerns relating to the Sex Education provision.
- To ensure the SRE curriculum supports young people through their physical, emotional and moral development, helping young people to respect themselves and others. This will support them to move with confidence from childhood through adolescence into adulthood.

Delivery of the Curriculum

At the Family school, Sex and Relationships Education (SRE) is always taught with due regard to moral and legal considerations and with the explicit values of family life and supportive relationships. It is taught by experienced members of staff and supported by the ethos of The Family School.

SRE is taught alongside the PSHE curriculum in discrete lessons following long term and medium term planning. The Curriculum is also taught within parent learning sessions and within multi-family sessions.

The links within the Science curriculum are also established and refer to the following objectives.

Key Stage 1

1. b) that animals including humans, move, feed, grow, and use their senses and reproduce.
2. a) to recognise and compare the main external parts of the bodies of humans and reproduce.

f) that humans and animals can reproduce offspring and these grow into adults.
3. a) to recognise similarities and differences between themselves and others and

4. treat others with sensitivity.

Key Stage 2

1. a) that the life processes common to humans and other animals include nutrition,
growth and reproduction.
2. f) about the main stages of the human life cycle.

Key Stage 3

Reproduction in humans (as an example of a mammal), including the structure and function of the male and female reproductive systems, menstrual cycle (without details of hormones), gametes, fertilisation, gestation and birth, to include the effect of maternal lifestyle on the foetus through the placenta

The Family School Assessment

Policy

This policy refers to the implementation of assessment throughout the school. At the Family School, we assess both academically and for Behaviour for Learning.

This policy has been written in line with the New National Curriculum and the 'Purposes and Principles of Assessment without Levels' outlined in the final report (Sept 2015) (<https://www.gov.uk/government/publications/commission-on-assessment-without-levels-finalreport>)

Aims

We aim to:

- Ensure that high quality, in depth teaching, is informed by high quality, formative assessment.
- Ensure that Assessment for Learning (AFL) strategies are embedded within learning and teaching, ensuring that adult, peer and self-assessment are consistent throughout the school.
- Ensure there is always a clear purpose for assessing and assessment is fit for its intended purpose.
- Use assessment to focus on monitoring and supporting children's progress, attainment and wider outcomes.
- Use assessment to support informative and productive conversations with pupils and parents.
- Use assessments to develop clear targets, which enable children to take responsibility for achievements and reflect on their own progress, understanding their strengths and identifying what they need to do to improve. These are communicated with both the child and the parent.
- Use a range of assessments including 'Day to Day In-School Formative Assessment' and 'Nationally Standardised Summative Assessment.'

Delivery

Baseline assessments

When children first start at The Family School, baseline assessments are completed to establish clear starting points.

For English, pupils complete the *GL Progress in English Test* for their age. This tests Spelling, Grammar and Punctuation knowledge and reading comprehension. These tests are then completed half termly in order to track progress. Pupils are assessed for key words, phonics and reading age using the *New Group Reading Age Test*.

In Maths, pupils complete the *GL Progress in Maths test* for their year group. These tests are then completed half termly in order to track progress.

Formative

Formative assessment is used by teachers to inform learning and teaching in order for all pupils to progress. This is the ongoing, day-to-day assessment which is key to effective classroom practice. Learning Intentions are shared with pupils, ensuring that lessons have a clear purpose and children are aware of their learning journey and can self-assess. Misconceptions are assessed and addressed throughout lessons. Key to our formative assessment is how it is communicated with parents and pupils. We ensure that pupils have a deep understanding of their learning journey and their next steps. From regular assessments, reading, writing and maths targets are established and displayed in all children books. These are then regularly updated when children have shown they can independently achieve this in their learning.

Summative

A range of 'In-school-summative assessments' are used such as:

- Phonic phase testing
- Independent writing
- Miscue analysis for reading which offers teachers insights into the strategies children are applying and their next steps
- End of term reading assessments
- Half termly *GL Progress in English* and *GL Progress in Maths* tests.
- End of unit maths test
- End of unit science tests
- Beginning and end of year *New Group Reading Test (NGRT)*.