



CURRICULUM POLICY

(Foundation subjects)

January 2019

Policy History

Date	Version	Position	Date
Spring 2016	1.0	Policy re-written in light of New national Curriculum. Agreed by Governors.	J.Mallinson
January 2018	2.0	Re-write after significant curriculum changes	C. Beddows

Aims of the Etchells Curriculum

The key aims of the Etchells Curriculum are to ensure that our pupils develop as:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of England and the World
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society

The curriculum aims to weave the Etchells Core Values through all aspects of Teaching and Learning, as well as reporting to parents:

Enjoyment ~ Creativity ~ Challenge

Independence ~ Resilience ~ Aspiration

The Foundation Curriculum is based upon the three principles:

Know ~ Explore ~ Communicate

The Etchells Curriculum is based on knowledge requirements set out in the National Curriculum (2014) and the skills progression designed by subject leaders for each individual subject.

Building on this foundation, we present our learners with opportunities to explore their learning further, ask questions and steer the planning of a topic to include their areas of interest and curiosity. We also encourage links to be made with previous learning and do this through reference to topic mapping and knowledge organisers from previous years.

We give our pupils the opportunity to communicate their learning. Children engage with real, wider audiences when they have authentic learning to share based on solid foundations of deep knowledge.

The 'Know ~ Explore ~ Communicate' Approach

Whilst the areas of know, explore and communicate provide a useful sequence in learning, they may also overlap and co-exist. The following table provides more detail:

Know	<ul style="list-style-type: none"> Direct transmission of knowledge and explicit teacher instruction Retention, recall and learning by heart Teaching for memory and low stakes testing Repetition and practice Explicit teaching to build cultural literacy Explicit teaching of specific terminology Progressive development of identified subject related skills
Explore	<ul style="list-style-type: none"> Opportunities to debate, question and challenge Opportunities for hands on authentic experience and experimentation Opportunities for enquiry, analysis, critical evaluation and problem solving
Communicate	<ul style="list-style-type: none"> Strong emphasis on structured speech events to share and debate ideas with others Opportunities to perform, to make things and showcase products of learning Opportunities to contribute to discussion of values of school and community

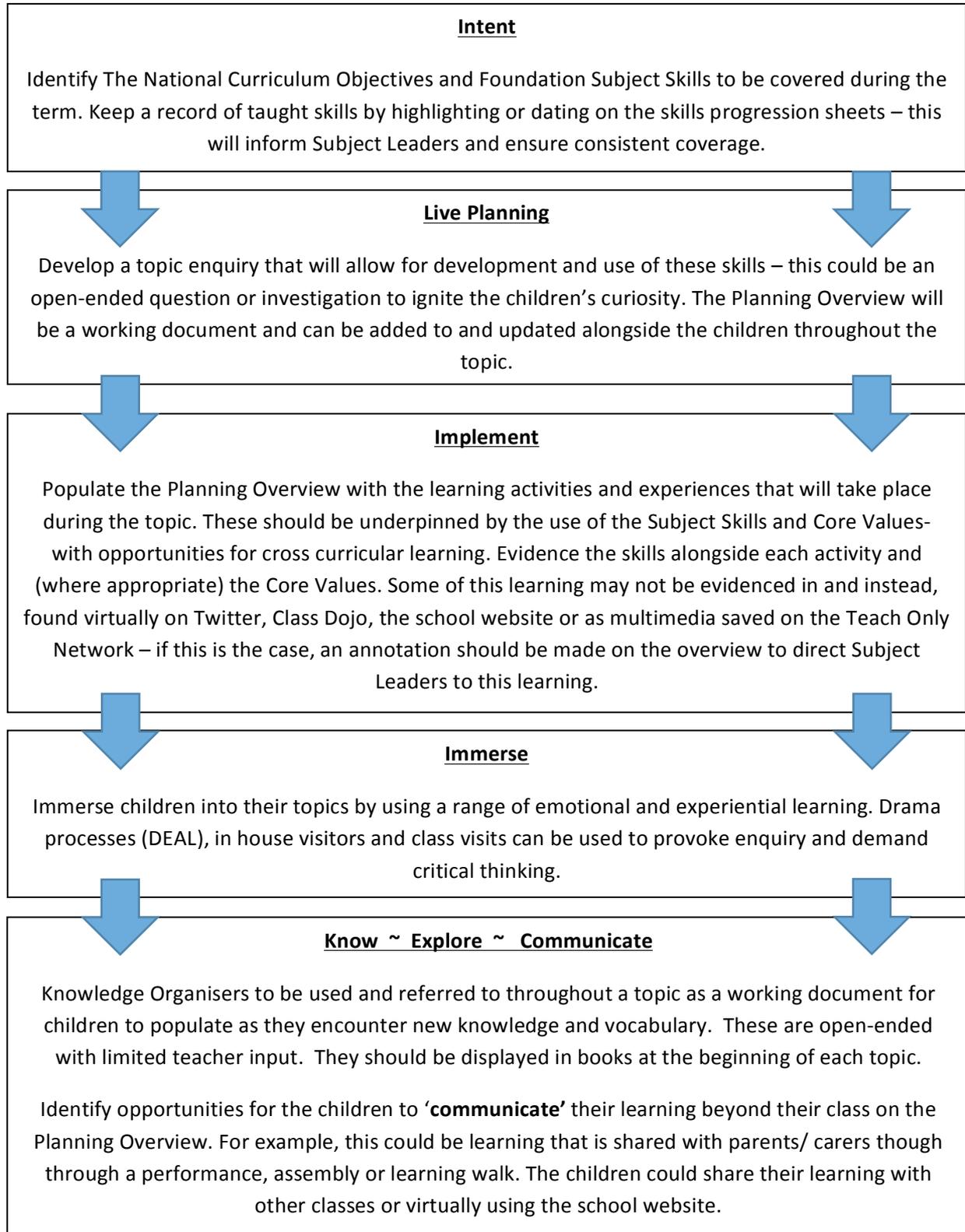
The Etchells Curriculum File

Every teacher has an Etchells Curriculum File which contains the skills for each year group for every subject, previous planning overviews and knowledge organisers, as well as the aims, principles and guidance. Assessments are also made in this file. The file will be handed on with the class each year as they move through school and serves as the key planning and assessment document for the class.

A sample copy of this file is available in the Headteacher's office.

[The Planning Process](#)

A Planning Overview is expected for every topic – this can be displayed as a working wall or completed on Planning Boards provided. A photograph should be taken of every completed overview at the end of each topic and displayed in the ‘Planning Overviews’ section of the file for future reference.



Work for all Foundation subjects is recorded in the pupil's Foundation Book and knowledge organisers are placed in the front. The book has a blue cover and the Etchells logo on the front and is the only workbook in addition to the Maths and English books.

The Role of the Subject Leader

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Annually, create an action plan for the subject, linking in to the School Development Plan and focussing on the improvement of teaching and learning.
- Support and offer advice to colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.
- Evaluate long-term and medium-term planning
- Carry out drop in sessions and Foundation book monitoring to ensure that appropriate teaching strategies are used.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level.

Subject leaders are line managed by the Deputy Headteacher, Mrs Mallinson.

(Also refer to Subject Leaders Handbook)

Children with Special Needs

Etchells is in the privileged position to be a resourced school and operates a fully inclusive approach for children different special needs. There is a dedicated team of RSAs led by the Resource Base Manager/SENCO, who work to integrate children in the classrooms. The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so. For the majority of the Resource Base children we use PIVATs to plan, set targets and assess learning and progress.

We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. (Also refer to SEND Policy)

EYFS

In Nursery and Reception we provide a balance between child-initiated and adult directed activities, with emphasis placed on developing a broad range of skills, underpinned by The Early Years Foundation Stage Curriculum. There are seven areas of learning within the Foundation Stage Curriculum: Communication & Language, Personal, Social & Emotional Development, Physical Development, Literacy, Mathematics, Understanding the World and Expressive Arts & Design. Children are provided with opportunities to play and learn both indoors and outside.

We take pride in planning activities in response to the children's interests and ensure that activities are challenging, fun and purposeful. We develop their characteristics of effective learning through opportunities to play and explore, be active in their learning, make decisions, share ideas, be creative and think critically. We celebrate all children's efforts and achievements. Children's progress is collated in their 'Learning Journeys'.

Through early, accurate Baseline Assessment we record each child's starting points then identify and plan for their next steps for learning. Their progress towards the Age Related Expectations (AREs) is closely tracked throughout the year and regularly shared with parents to support the children's development both in school and at home. We recognise the crucial role of parental involvement in a child's education and provide regular communication regarding children's progress.

Our aim is for our children to be happy, settled and secure at school; for them to develop a love of learning and have the confidence to be independent and resilient learners. We consider the changing 'school readiness' needs of the children as they move on to their next phase of education.

Monitoring and Review

Our governing body's Teaching and Learning Committee is responsible for monitoring the way the school curriculum is implemented.

Subject leaders monitor the way their subject is taught throughout the school.

They examine long-term and medium-term planning, Drop in sessions and Foundation book monitoring ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

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