
Curriculum Policy

Curriculum Statement 2018-2019

- The curriculum at Worlaby Academy is designed to provide a broad and balanced education that meets the needs of all pupils and gives them the skills, knowledge and understanding to prepare them for their future lives.
- It ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning. We aim to promote a life long love of learning and ambition for the future.
- The curriculum utilises the skills, knowledge and cultural wealth of the community while supporting the pupils' spiritual, moral, social and cultural development.

The Foundation Stage

Children in Reception (FS2) classes access the Early Years Foundation Stage Curriculum. They engage in learning that is primarily through first-hand experiences. The Foundation Curriculum has seven areas of learning. These are: Personal, Social and Emotional Development; Communication and Language; Literacy; Physical Development; Mathematics, Expressive Arts; and Understanding the World.

The children's progress is regularly assessed by observational assessment so that staff can plan effectively to support the development of each of the children.

Personal, Social and Emotional Development is vital in the Foundation Stage. We support the children in making relationships, building their self-confidence and in managing their feelings and behaviour. This is part of everyday learning but we teach specific skills in circle time.

Children access phonics daily and use the Jolly Phonics programme initially together with Letters and Sounds. Children are taught as a whole class and if needed 1:1 booster groups. By the end of the foundation stage, many children can blend simple words and read simple sentences. In literacy, children apply these skills in an environment rich in language. Activities include role-play, drama, small world activities and the reading area. There is a balance between adult and child led learning with the indoors and outdoors used equally to support learning. Children use their phonic skills when learning to read and write. They are supported in small groups in order to develop their basic skills and learn to label pictures, write simple sentences and make lists.

In Physical Development, children learn to move with control and coordination; to balance and climb; to move with agility and self-expression. They learn to hold one-handed tools such as paintbrushes and scissors with control and to hold and manipulate a pencil with care. They are also supported in managing their own personal hygiene and are taught what they need to do to stay fit and healthy.

Mathematics in the early years focuses on practical skills- for example: counting, ordering, addition and subtraction, doubling, halving and sharing and gives the children a solid understanding of number.

In Understanding the World, children are encouraged to be curious and explore natural materials and learn about living things and compare different places. They learn about technology, using

computers and programmable toys as well as the wider application of technology in everyday life. Moreover, they learn about people and communities; how they are different or similar to their friends and they learn about and celebrate other cultures.

Children in the Foundation Stage engage in high quality learning experiences both indoors and outdoors.

Key Stage 1 and Key Stage 2

How we teach English:

Phonics is taught from EYFS to the end of Year 1 using letters and sounds. Year 2 onwards, use the No Nonsense Spelling Programme together with the interleaving strategy. Year 2 and LKS2 continue with phonics with individual children through interventions.

In reading, we use a trust wide approach through whole class reading of the same text from Y1-Y6. All pupils are exposed to age-appropriate, challenging texts, which are rich in vocabulary. The texts focus on core reading skills and develop depth in pupils' understanding of what they read. In addition, children are listened to read on a 1:1 basis by either the teacher, TA or trained volunteers to increase fluency and progress and/or attainment. In EYFS, we hear every child read several times a week in either group guided reading or on a 1:1 approach to build fluency.

Even though children's decoding skills may be poor, they should still be, *'Hearing and learning new vocabulary and grammatical structures, and having a chance to talk about all of these'*.

In writing, it is clear that children need to be exploring a variety of sentence structures and drawing on this learning when composing their own writing across all areas of the curriculum.

'Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology... Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas,' (Lower Key Stage Two programme of study).'

Approaches used at Worlaby Primary Academy include Pie Corbett's Talk for Writing, Alan Peat's 'exciting sentences' and Jane Dallas's 'It's only Words'. These enable the children to explore and use to good effect a variety of sentence structures. Spelling and punctuation are taught throughout KS1 and KS2 using the 2014 curriculum expectations and an interleaving strategy. Pre cursive handwriting is taught in EYFS and cursive from Year 1.

We make cross-curricular links between English and the rest of the curriculum, as much as possible. We use support staff to follow up teaching and learning and to enable work to be matched to the needs of individuals who need additional input. Children have regular homework to support skills covered in class in the form of reading and spellings.

How We Teach Maths:

The mastery learning model forms the basis of our approach to teaching and learning. This means spending greater time going into depth about a subject. We focus on all children achieving what is expected of their age group. Evidence shows that children need to be able to understand a concept, apply it in a range of situations and then be creative to secure understanding.

A maths lesson begins with clear examples of the 'basic' conceptual knowledge that we want the children to understand presented in different ways, we use an 'I do, you do' approach.

Children then complete five or six questions independently that use the basic concept taught, presented in different ways. The teacher then marks the questions over break time and decides whether children need extra support (same day intervention).

In same day intervention, the teacher will revisit the concept with children and present more questions along the 'I do, you do model'. Children working independently will move onto problem solving questions applying the knowledge they learnt in the first part of the lesson to different style of questions. Once they have mastered this, children move onto reasoning questions – children may only attempt one or two of these questions as they are extremely challenging and thought provoking.

Arithmetic skills are very important and at Worlaby Academy, we expect children to be fluent in all times tables by the end of Y4.

How we teach Science

Scientific enquiry is at the heart of science teaching at Worlaby academy and all children are given practical opportunities in order to develop their scientific knowledge and understanding. Children are supported to articulate scientific concepts clearly and precisely, using appropriate scientific vocabulary.

Where appropriate, the academy's outdoor environment is used to enhance teaching and learning in Science. Science is taught weekly either as a discreet subject or as part of the cross curricular topic.

How we teach PE and Sport

Worlaby academy has a well-deserved positive reputation in PE and sport. We believe physical activity is very important. We have a member of staff that has additional responsibilities for PE and sport and employ a sports coach. We use all of our Sports Premium Grant to give as many opportunities as we can to as many children as possible.

In PE, all children have the opportunity to be active, have fun and achieve their personal best. . All classes have 2-hour blocks of timetabled PE per week, except Early Years who have one hour (their outdoor provision contributes to children's daily physical activity). Talented children are identified through PE and challenged through encouragement to participate in school sport. Our calendar of intra-academy sport allows us to choose as children as many children as possible to access competitive sport. Children are taught both indoors and outdoors, depending on the activity and the weather. Teamwork and sportsmanship are at the heart of every session.

We have many extra-curricular sports clubs and we enter many competitions.

Children from years 1 – 4 have swimming lessons. Those children who cannot swim 25 metres have top up sessions in year 5 and/or 6.

How we teach Computing

Computing is taught as a discreet subject but it also supports learning and teaching across the curriculum. There are interactive whiteboards in each classroom and children have access to laptops. The academy has a small resource of IT equipment and is aiming to replenish the hardware equipment in the immediate future. It also has Internet provision with an appropriate educational filtered system in place.

How we teach History

History develops the children's understanding of the past. We aim to develop their curiosity about historical events and the achievements of some of the people who lived in the past. This enables the children to learn how past events influence their lives today. Children learn about the changes in their own lives, their families and about the changes in their local environment.

How we teach Geography

We aim to stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface. Children have the opportunity to study weather, landscapes and map work. They will also gain an understanding of people and places in more distant areas, so they can begin to realise the great and rich variety of our world. We also aim to help children to begin to develop an informed sense of responsibility about the quality of their immediate environment.

How we teach Art

Art is an integral part of our school curriculum. It is used as a stimulus, creative responses for topics, and to illustrate work children have done in other subjects. The children learn both practical skills, and knowledge and understanding of art. Knowledge and understanding allows the children to reflect on their own and others' work alongside learning about other artists and genres. Children have the opportunity to experiment with a variety of media or learn about specific skills and techniques. The range includes sculpture, printing, painting, drawing, textiles and clay.

How we teach Music

From an early age, children experience music in various forms; for example – nursery rhymes, background music, songs and games. We aim in school, to nurture and build on these experiences in order to develop an understanding and enjoyment of music. Children are given opportunities to sing, play a variety of simple percussion instruments, explore sounds, compose, perform and listen to music from a range of times and cultures. We also have links with our local feeder school who allocates a music expert to work with UKS2 within the year. Peripatetic music lessons are also available.

How we teach Design and Technology

Children learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on the experience gained in the Early Years through investigation and play. They explore how familiar things are designed and how they work. They talk about, draw and model their ideas. The children learn how to use tools safely, to use I.C.T. as part of their design and making and to consider the health and safety aspects of Design and Technology. In addition, children are taught how to cook and apply the principles of nutrition and healthy eating; as we believe knowing how to cook is a crucial life skill.

How we teach Religious Education

The academy follows the agreed local East Riding, North Lincs and North East Lincs Agreed syllabus, which encourages children to respect the religious, spiritual and moral values of others and to consider thoughtfully their own values and beliefs. The teaching of Religious Education in this academy is non-denominational. It is informing children about world religions and is not about imparting a faith. Although based mainly on Christian beliefs, other world religions are studied so children develop a greater understanding of other cultures and global diversity.

Parents have the right to withdraw their child from the teaching of Religious Education: if this is the case then they are asked to contact the Principal.

How we teach Modern Foreign languages

The academy introduces modern foreign languages in Key Stage 2 where French is taught formally. We believe that learning a language provides a valuable educational, social and cultural experience for pupils but it also prepares them for a rapidly changing world in which work and other activities are increasingly carried out in languages other than English.

The MFL curriculum is linked to the statutory guidelines for KS2 outlined in the National Curriculum Framework. The curriculum is usually delivered in weekly block, half-termly or termly. The lessons are taught by the class teacher or PPA teacher. Through our teaching of French, we aim to develop children's understanding of what they hear and read and have an ability to express themselves in speech and writing.

Additional opportunities to use the French language the children are learning are explored in other ways such as The French café that we open annually to parents, governors and members of the community.

How we thread Spiritual, Moral, Social and Cultural Understanding throughout the academy day

All pupils have planned opportunities to explore beliefs and experience; recognise right and wrong; understand consequences; use social skills in different contexts; work well with others; understand how to stay safe through planned learning opportunities; appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity. In addition, we have a range of visitors into school to support children's understanding such as police officer, governors, parish councillors, safety teams.

At an age appropriate level, children are also taught about all areas of safeguarding including exploitation, Prevent, FGM etc.

Assessment

Assessment of your child is an integral part of teaching. It is used to identify the next steps in learning and to monitor the progress that children make. Assessment is about informed observation, monitoring of work and effective questioning, which enables us to note what each child can do and what they need next in their learning.

Children are also engaged in self-assessment at an age-appropriate level, so that they can explain what they have done well and how they can improve their work even more.

Children are also assessed in line with statutory requirements. An Early Years Foundation Stage Profile is completed at the end of their Reception year and Statutory Assessment Tests are administered at the end of Year 2 & 6. Phonics screening also takes place at the end of Year 1. Open evenings are held termly, when a child's achievements and targets for improvement are shared with parents and carers.

Sex and Relationship Education

This is included as part of Science and Health Education topics in school and is introduced informally where it is felt there is a natural link with other parts of the curriculum. Any questions that may be asked by the children are answered in an honest and sensitive way, appropriate to the age of the child. Sex and relationship lessons are taught to all children throughout the summer term at an age appropriate level. In Year 5 & 6, more formalised sessions are taught to allow the pupils to understand the changes they are going through.

Topic Overview

Termly (or half-termly depending on the class), topic overviews will be made available on the website for each of the 4 classes in the academy.

For further information about what is taught in the academy in each year group, please follow links to the National Curriculum:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>