



# Melcombe Primary School Curriculum Policy

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Signed Dennis Charman

Date 18/1/2018

Dennis Charman  
Chair of the Governing Board

Date for Review: 18<sup>th</sup> January 2020

## Introduction

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also provides opportunities for children to develop independence. We ensure that all children have a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account. We aim to teach our pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential.

## Aims

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability.
- To facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically and morally, so that they may become independent, responsible, confident and considerate members of the community.
- To promote a positive attitude towards learning, so that children enjoy coming to school, acquire a solid basis for lifelong learning and aspire to do so.

- To create, maintain an exciting and stimulating learning environment where all pupils are encouraged to take challenge in their learning.
- To ensure that each child's education has continuity and progression.
- To enable all children to have respect for themselves and others and work co-operatively with others.

## **Organisation and Planning**

We plan our curriculum ensuring we meet the requirements of the National Curriculum and the Early Years Curriculum. We plan the curriculum carefully, so that there is coherence and full progression in its coverage. Our curriculum is designed to ensure that children develop the skills they need to become confident, self-motivated learners, who can engage with and solve challenges innovatively. We agree a long term plan for each key stage. This indicates which topics are to be taught in each term, and to which groups of children. We review our long term plan on an annual basis. Our medium term plans give clear guidance on the skills that we are developing within each topic.

The list of subjects that are taught at Melcombe are below:

Literacy; maths; science; history; geography; computing; PSHE; RE; art; DT; music; PE; Spanish; visible learning

For further information on what is taught in each subject area please see the yearly overviews, which can be found on the school website.

## **Literacy**

- Writing is taught for an hour every day.
- Literacy half termly planning, is provided by the literacy leader, to ensure continuity and progression.
- Each literacy unit has an overriding key question, which is answered at the end of each half term
- From Years 3 – 6, children also have an explicit SPaG lesson each week. In years 1 and 2, the SPaG skills are taught through guided reading and literacy sessions.
- From Year 1 – 6, children complete a weekly spelling test, which they are expected to learn at home. Reception begin doing spellings in the Summer Term.
- We do not follow a specific reading scheme. Teachers use medium terms plans, based on the skills in the National Curriculum, to plan their guided reading sessions. The texts they read are often linked to literacy and topic.
- From Reception to Y6, we follow the Penpals handwriting scheme.
- In EYFS and KS1 we use the 'Letters and Sounds' Phonics Scheme

## **Maths**

- Maths is taught for an hour every day.
- From Reception to Y6, we follow the White Rose Hub Maths Scheme
- From Year 2 onwards, children complete a weekly times table test, which they are expected to learn at home

## **Science**

- In Years 1 & 2, science is predominantly taught through group work, which is recorded in class scrapbooks.
- In Years 3 – 6, science is taught through a mixture of group work and independent work. Collaborative work is recorded in the class scrapbook, whereas independent work is recorded in individual science books.
- The units are delivered through science afternoons, to allow for a more hands on approach.
- For each unit, there is a piece of structured writing and a key question, which are linked to the unit. Children answer these independently and these are used for assessment.
- Children will raise questions at the start of their units, for things they would like to find out and will endeavour to answer these by the end of the unit.

## **Computing**

- From Nursery to Year 6, we follow the iCompute scheme.

## **Topic**

- In Years 1 - 6, topic is predominantly taught through group work, which is recorded in class scrapbooks.
- The units are delivered through topic afternoons, to allow for a more hands on and creative approach.
- For each unit, there is a piece of structured writing and a key question, which are linked to the unit. Children answer these independently and these are used for assessment.

## **Topic Entry and Exit Points**

- All topic units are designed with an entry point, which is an interactive, engaging experience to introduce and enthuse the children to the topic. Some examples of entry points are: trips and drama workshops.
- Some topic units end with an exit point, where the children are given an opportunity to share their learning. Some examples of exit points are: assemblies, presentation to parents, plays and debates.

- Children will raise questions at the start of their topics, for things they would like to find out and will endeavour to answer these by the end of the unit.

### **Physical Education**

- PE is taught by a specialist outside provider (Lullah Sports)
- Each class has a PE afternoon each week

### **Cross Curricular Links**

Where possible, links are made between the different subject areas. Generally, topic or science is linked to literacy, art and DT.

### **The Role of the Curriculum Leader**

- The role of the curriculum leader is to:
- Provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum.
- Support and offer advice to colleagues on issues related to their subject.
- Regularly audit the delivery of the curriculum
- Provide curriculum maps for literacy, topic and science.
- Work closely with the middle leaders, to ensure consistency across the school.

### **The Role of the Middle Leaders**

Within the school's organisation teachers take on the responsibility for leading on a subject area.

It is the role of the middle leader to:

- Keep up to date with developments in their key 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 priorities alongside the curriculum leader.
- Support colleagues and others, in the delivery of their subject area
- Review curriculum plans for their key areas ensuring there is full coverage of the National curriculum and that progression is planned for, alongside the curriculum leader
- Audit, order and manage resources to enhance learning experiences for the pupils.

**Assessment** – see Assessment Policy

**Feedback and marking**– see Feedback and Marking Policy