

FRITCHLEY COFE (AIDED) PRIMARY AND NURSERY SCHOOL



'At Fritchley CofE (Aided) Primary and Nursery School we learn and achieve together within a safe, respectful and welcoming Christian community. Our children's spiritual and moral development is nurtured by our values, enabling them to fulfil their potential and giving them the confidence needed to be lifelong learners and problem solvers in the wider world.'

CURRICULUM POLICY

2023

We strive continually at the school to provide learning of the highest quality, which is rooted in a rich curriculum, enabling all pupils to experience a breadth of learning opportunities both inside and outside the classroom. By recognising our own school's context and nurturing each child's individual talents, pupils will receive memorable, lifelong learning experiences. The breadth and rigour within our curriculum ensures that all children are able to Learn and Achieve Together.

From January 2023, we have begun to implement a new approach to our curriculum. During the Autumn Term, the whole school will be Historians and each class will have their own History project. During the Spring Term, the whole school will be Geographers and each class will have their own Geography project. During the Summer Term, the whole school will be artists and designers and each class will have their own creative project. Science will continue to be taught weekly throughout the year. Our morning structure continues to consist of Maths, English, Guided Reading, SPaG and Phonics.

Each project has carefully chosen concepts, taken from our twelve school values, which will encourage the children to think more deeply about the world around them. The concepts will be used as a thread across the different subject areas. All our classes are mixed aged and have a two year planning cycle.

Every project is introduced by a big question that generates discussion. Knowledge is at the heart of the curriculum. We have produced knowledge organisers with key facts, concepts and vocabulary that the children will learn during the project. These will be used at the end of the project as an assessment tool to ascertain how much knowledge has been retained. The knowledge organisers will also be used by the next teacher to make links to prior knowledge.

We have produced progression grids for each subject area to ensure the specific skills are taught with the knowledge. We use these to aid our planning so that children's knowledge and skills build over time. These are all displayed on our website.

Encouraging other skills and attributes

Our Core Principles are constantly promoted and celebrated. We recognise the importance of developing and deepening the children's understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance. The RE and PSHE curriculum continues to develop a culture of respecting others. The Christian ethos of the school is to value each other for their individuality whilst experiencing the community aspect of school. Inclusion and equality is also promoted through Collective Worship, with an emphasis on what is fair and the children's rights and responsibilities. Worships also share major celebrations from world religions, exploring what the faiths mean to the people who believe in them. Digital Literacy is delivered throughout the Computing curriculum with close links to PSHE, teaching children about being safe and relationships, ensuring a constant thread about online safety. We provide a range of activities which encourage the children to develop other skills and attributes. Wingfield class take part in the Wider Opportunities programme and learn to play an instrument. Piano and Guitar lessons also take place during the week. Once a week, each class take part in an outdoor woods session that provides opportunities to develop, consolidate and deepen their knowledge and understanding in practical ways. School trips are used to complement and enhance the curriculum, giving the children lasting learning experiences.

Informing Parents

Parents will receive a written report twice each year, as well as having a face to face meeting with their child's teacher two times a year. Parents are welcome to organise additional meetings with their class teacher as necessary. During the meetings, parents will be given information on how they can help at home as well as being provided with regular homework activities each week.

Consistent Approach

Maths

- ✓ Daily Maths lesson following White Rose structure
- ✓ Mastery approach
- ✓ Flash back and opportunities to activate prior knowledge at the beginning of lessons
- ✓ Year group appropriate worksheets are used in printed workbooks
- ✓ Extensions using White Rose or NCETM materials to be stuck in red maths books
- ✓ Working walls are kept up to date so children can use as a learning tool

English

- ✓ Daily English lessons using the Talk for Writing approach. Talk for Writing Strategies such as text marking, story mapping, oral storytelling, boxing up, planning, modelled writing, editing and improving to be used regularly
- ✓ High quality texts are used, linked to the project as much as possible
- ✓ Explicit Grammar, Spelling and Punctuation teaching
- ✓ Drama and Speaking and Listening activities to be use regularly
- ✓ Working walls are kept up to date so children can use as a learning tool
- ✓ Spelling lessons at least 4 times per week following Spelling Shed.

Phonics (Reception, Year One and Year Two)

- ✓ Daily phonics lesson following Little Wandle structure
- ✓ Spelling list to be given out weekly with a mixture of the sounds covered during the week, tricky words and statutory spellings.

Reading

- ✓ Reading for pleasure at least 3 times a week - Chatsworth
- ✓ Haddon, Wingfield & Chatsworth – Whole class guided reading with explicit reading skills taught and differentiated activities that required a written response in Reading exercise book using VIPERS structure.
- ✓ Book banded books are used for individual reading books. Reception and Year 1 use books carefully matched with their phonic knowledge from the Little Wandle Phonics Scheme.
- ✓ Wingfield & Chatsworth - One to one reading at least once a fortnight with an adult.
- ✓ Reception & Haddon - One to one reading with an adult ensuring books carefully match with phonic knowledge at least three times a week.
- ✓ Guided Reading to begin with Year One as appropriate using carefully matched book banded books with explicit reading skill taught.

✓ Library time to be utilised so each child has a reading for pleasure book.

Story Time

✓ Hardwick - Daily story time

✓ Haddon and Wingfield - at least three times per week

✓ Chatsworth – Class novel twice a week

Project

✓ Autumn- History focus subject

✓ Spring- Geography focus subject

✓ Summer- Arts focus subject

✓ Each project starts with pre-learning task from the focus subject knowledge organiser stuck in books (1:1 with Year 1 children and as a class group for Reception)

✓ Project concepts are linked and referred to during lessons

✓ Progression grids are used to ensure the age appropriate knowledge and skills are being taught.

✓ Two hours high quality PE per week

✓ P.S.H.E, R.E, French and Computing are given equal weighting with enhancements such as art and Design Technology used as appropriate.