



GREENMOUNT PRIMARY SCHOOL
POLICY FOR CURRICULUM DESIGN



Values and aims:

The aim of this policy is to ensure that all children experience a vibrant, purposeful and challenging curriculum. The policy embraces what the law requires but uses the flexibility that guidelines allow.

The character and distinctive nature of our curriculum ensures that children are motivated for life long learning as well as for their primary years. We have a strong emphasis on **oracy** to promote good communication and help to improve the limited range of language repertoires that are often used in the community.

Teaching Methods & Approaches

We are always striving to raise standards so prioritise Literacy and Numeracy while continuing to offer a broad and balanced curriculum. We have distinct oracy lessons, 'Circle Time' and key skills lessons as well as separate guided reading sessions. There are extra mental maths sessions. At Key Stage 2 we have a **maths catch-up programme** which puts children into small differentiated groups for their numeracy lessons. Two non-class based teachers are involved, one for KS2 Lower, one for KS2 Upper. They also teach pupils, on an individual basis, who are not keeping up with their peers.

We provide a variety of opportunities for children to apply and develop their literacy and maths skills across the curriculum through our **cross-curricular day**. This gives greater opportunity for writing experiences.

History/Geography/RE units are taught on cross curricular day on a rolling programme in longer lessons. Non-fiction texts are used in Literacy hour to cover other units. Projects and visits relating to these subjects motivate the children and money is set aside in the school budget for this purpose as family resources are limited. We have an ICT suite which is timetabled for each class and every class has at least 6 asus laptops, as well as at least 1 classroom PC for ICT lessons and across the curriculum.

We also have innovative features in our curriculum such as:

- Brain gym
- Learning logs which are completed weekly (Fridays) in every class to recap on children's learning
- Multi-faceted Science/Art/DT lessons
- As many planned opportunities for outdoor learning across the curriculum
- Homework clubs lead by class teachers where target children can work on next steps
- Every class has an oracy box with creative speaking and listening ideas
- Holiday booster sessions for Year 6 children in preparation for STAs
- Adaptation of IPC curriculum- starting all topics with relevant/real life entry points and knowledge harvests
- Surgeries in staff meetings focussing on particular subjects and progression, coverage and achievement in that subject.

The curriculum tends to be distributed equally across the key stage but KS2 Upper will amend their timetable in the second half of spring term for revision and booster sessions for STAs.

The Foundation Stage which includes nursery and reception, has a distinctive programme to meet the needs of younger people. Staff follow the SFA curriculum and there are focussed small group work in numeracy and literacy to improve basic skills. They follow the abacus scheme for numeracy and literacy supports the whole school writing programme. In nursery parents have a weekly opportunity to 'stay and play' with their children, which is led by our nursery teacher and home support worker. Outdoor learning and provision is prominent to the Foundation Stage Curriculum.

Family support is essential at Greenmount and our Learning Mentor, working closely with the deputy and attendance officer, has developed a **home visiting programme**. The programme is extremely important in emphasising good attendance and helping parents to understand their contribution to raising standards.

Families are prioritised and those that are giving least support to their children are targeted- (the lack of support is not deliberate; lack of English, family problems, or stressful family lives are usually the reason for lack of support). Greenmount also offers extra support for parents through classes in English, ICT and behaviour.

Planning and assessment

Our planning sets high expectations and provides opportunities for all children to achieve. We closely analyse school data and identify positive and negative trends. We strive to ensure that all children, from whatever cultural background, gender, learning level or linguistic backgrounds, have equal opportunity and relevant learning experiences.

Also see Greenmount assessment policy and individual subject policies for further assessment details.

We aim for a high quality learning environment with objectives and reminders of what is being taught on display. Shared writing and learning logs are displayed in every classroom. Our support staff help class teachers create a stimulating and safe place in which children can enjoy their lessons.

We add to the National Curriculum in many ways but mainly through after school clubs. Children are given the opportunity to attend football, dance, drama, multi-skills, choir and chatterbox clubs which are run by both teachers and outdoor agencies. All teachers also run a weekly homework club where they can work with target pupils on their targets and next steps. Our reading volunteers programme embraces lots of children in our striving to raise standards. The close professional relationship our Learning Mentor has developed with local businesses ensures a steady flow of professional people as volunteers.

Organising and labelling the curriculum

We organise and label the curricula for Greenmount children to include the aims of 'inclusion and differentiation'. Schools must aim to cover age related

programmes of study but we do adapt the curriculum for children with SEN, or those who are 'gifted and talented'. Some children are also withdrawn for extra lessons or enhancement groups. The Greenmount curriculum is driven by children's real life experiences to ensure children's learning is meaningful and purposeful. We maintain great links with the locality and provide opportunities for the children to get 'out and about in Beeston' as much as possible as a way of supporting learning. (*See appendix 1 'out and about in Beeston' sheet which all staff have a copy of in their planning files*).

The sequence of our lessons is planned to maximise our children's interest and motivation. The type of lesson is also taken into consideration when we plan our timetable to ensure a varied day. We have established the amount of taught time using government guidelines. (*See appendix 2 for example timetable and the grid for the length of the school day*). We try to ensure that timetabling makes the most of our resources. Our oracy room and ICT suite need to be in regular use to justify our investment and add variety to the children's school life.

Teaching time, excluding collective worship, lunchtime and breaks, is detailed below:

KS1- length of school day

8.50 - 3.15 = 6 hours 25mins

- **collective worship** = -18mins

= 6 hours 7 mins

- **Lunch/break** - 1 hour 30 mins

= 4hours 27 mins

X 5 days = 23 hours 5 mins

KS2- length of school day

8.50 - 3.15 = 6 hours 25mins

- **collective worship** = -18mins

= 6 hours 7 mins

- **Lunch/break** - 1 hour 15 mins

= 4hours 52 mins

X 5 days = 24 hours 20 mins

An example of a timetable is included in the policy document as a reflection of a typical week. It indicates, in percentage terms, that English takes up a high proportion of the curriculum. English takes up approximately 32% of the school timetable, with Maths and Science at 18% and 11%.

There is also an example of the cross curricular overview to show the sequence of lessons teachers follow whilst delivering geography/history units (appendix 3).

Wherever possible teachers should be enhancing children's learning through real life experiences and practical activities.

Greenmount Primary School

Cross-curricular Day

- The day was introduced to give some professional freedom in organising a curriculum which is not as tightly scheduled as usual. It was introduced to allow children to produce their best writing and where children's experiences are prioritised.
- Most of the day is to be concerned with extended writing. Shared and guided writing must be taught as writing is a weakness in the school, but the idea is to make it exciting. The children need the opportunity to write for 'audience, purpose and organisation'. Local and national events are useful stimuli.
- Practical issues- part of the day must be concerned with History/Geography/RE in a rolling programme. Guided reading and guided maths must have a slot.

9 - 10.00 10.30 10.45 12.30 1.30 - 3.15

Hist/Geog/ RE	Guided Reading	Guided Maths	Extended Writing	Extended Writing	MM/ homework
60	30	30	45	75	30

- Word banks and word lists using enriched language must be available in support of writing. Examples of appropriate writing frames should be displayed.
- Evidence of extended writing must be collated in class books as well as wall displays.

Signed: E Forster

Next review date: September 2013