

# CURRICULUM POLICY

*Last reviewed: September 2015*  
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## Ashton Hayes Primary School

*Church Road, Ashton Hayes, Chester, Cheshire CH3 8AB*



Cheshire West  
and Chester



Erasmus+

# **ASHTON HAYES PRIMARY SCHOOL CURRICULUM POLICY**

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# ASHTON HAYES PRIMARY SCHOOL CURRICULUM POLICY

## 1. AIMS, VALUES AND PURPOSE

### Mission Statement

At Ashton Hayes we nurture the potential of every child, developing enquiring individuals who embrace a love of learning and life. Our family-orientated and inspiring environment provides inclusive learning opportunities for everyone. At Ashton Hayes we, "Aspire to be Amazing!"

### Core Values

We are:

- Respectful
- Individuals
- Resilient
- Honest
- Creative

### Aims

For children to develop independent learning and thinking

To inspire a love for learning and enquiring minds

To provide a relevant curriculum for all, ensuring that it is broad and balanced in a skills based, topic centred approach

For children to value themselves

To develop pupils as lifelong learners

To foster a sense of belonging to a community

To provide a happy and caring atmosphere where each member of the school family is known and respected

To develop an understanding of social, moral, spiritual and cultural values

To show an understanding of the lifestyles of others and the diversity of the world

To work in partnership with parents, governors and other professionals to deliver the agreed aims of the school. To provide an environment where children feel safe, happy and secure

To embrace change whilst staying true to the core values of the school

This is our school; a place where everyone is safe, valued and respected, a place where all efforts and achievements are celebrated, a place where everyone can make a positive contribution.

### Purpose

The purposes of Ashton Hayes Primary School curriculum are:

- to establish an entitlement for all children, regardless of social background, culture, race, gender, differences in ability and disabilities, to develop and apply the knowledge, skills and understanding that will help them develop a love of learning and so to be life-long learners, confident individuals and responsible citizens;
- to establish standards for children's performance that can be shared with children, parents, teachers, governors and the public ;
- to promote continuity and coherence, allowing children to move smoothly between phases of education and schools and providing a foundation for lifelong learning.

In particular, our curriculum:

- promotes high standards, particularly in Literacy, Numeracy and Computing capability;
- provides continued entitlement from early years to a coherent, broad and balanced curriculum ;
- instils in children a positive disposition to learning and a commitment to learning;
- promotes and passes on essential knowledge, skills and understanding valued by society to the next generation;
- is meaningful and purposeful to children in the here and now and prepares them for the next phase of their education, and for their future ;
- widens horizons and raises aspirations about the world of work and further and higher education;
- makes children more aware of, and engaged with, their local, national and international communities;
- helps children recognise that personal development is essential to wellbeing and success.

## 2. SKILLS-BASED CURRICULUM

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A skills-based curriculum has been organised into thematic topics and links have been made to other curricular areas within the topic and curricular focus.

Collaborative planning is utilised at every opportunity. Topics are arranged into two-year rolling programmes from Key Stage 1 onwards but is evaluated annually where class structures alter. EYFS planning is led by the children and their interests, matched to the Early Years Profile.

The use of Computing is encouraged in all topic areas as a subject in its own right and in both the teaching of the topic and in the opportunities for children's independent learning.

Each class teacher is responsible for the delivery of the curriculum through a 'topic-based' approach, which incorporates key skills. Although links can be made with all subjects, Maths, RE, PE & Swimming and French are mainly taught as discrete learning areas.

### 3. TEACHING AND LEARNING STYLES

At Ashton Hayes we use a variety of teaching styles.

Lessons are structured flexibly to meet the needs of the children in school this includes whole class teaching, using open ended probing questions, visual stimuli and talk partners, periods of learning, where children may work independently, in pairs or as groups. A plenary may be delivered at any point during the session to extend or review learning.

We recognise that children have preferred learning styles, and so make allowances for this in our planning and delivery. We provide suitable learning opportunities for all children by matching the challenge of the task to the ability and learning style of the children. We achieve this in a variety of ways by:

- setting common, open ended tasks to elicit a variety and depth of response;
- grouping children by ability in the room and setting tasks of increasing difficulty, scaffolding where appropriate;
- providing practical opportunities to meet the needs of learners;
- using visual stimuli and artefacts to promote interest;
- using adults to support the work of individual children or groups of children;
- using trips and visitors to further understanding and enhance the curriculum;
- use of theme days to enhance different curriculum areas.
- group work to allow collaboration and develop thinking skills.

Teaching staff are encouraged to capture children's interest and broaden their experiences through collapsed curriculum days, theme days, educational visits and visitors in school.

Children's achievements are celebrated regularly through creative displays in classrooms and shared areas around the school as well as in "Share the Learning" events with parents.

### 4. CURRICULUM PLANNING

The new Primary Curriculum 2014 tells us the minimum requirement of what we teach in Key Stages 1 and 2. The aim is that the required Knowledge, Skills and Understanding are covered as many times as possible throughout the Key Stage.

There are three parts to our planning:

- Long term planning for the year in the form of a yearly overview: these are what themes will be taught and when. (See Long-Term Plans)
- Medium term planning in a range of forms including a topic web, which shows how the different subjects link to the topic. Before each topic, we brainstorm with the pupils about what they would like to learn and this pupil voice is recorded on the plans. We then consider what the best learning sequence will be and what will be covered in each of the topic areas:
  - English
  - Mathematics
  - Science
  - The Arts;

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- Understanding English, Communication and Languages;
  - Historical, Geographical and Global Understanding;
  - Mathematical Understanding;
  - Understanding physical development, health and well being;
  - Scientific and technological understanding.
- Short term planning: Teachers use the Primary Curriculum statements for Maths and Literacy in their weekly planning. In Writing, we follow a writing guidance that we have developed as a school, which incorporates all the different genres, grammar and sentence types.

## 5. THE EARLY YEARS FOUNDATION STAGE [EYFS]

We adhere to the Statutory Framework of the EYFS and the four guiding principles that shape practice within Early Years settings. We plan an exciting and challenging curriculum based on our observation of children's needs, interests, and stages of development across the seven areas of learning to enable the children to achieve and exceed the early learning goals and to achieve 'school readiness'.

All the seven areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas are the prime areas:

- Communication and Language
- Physical Development and Personal
- Social and Emotional Development.

Children are also supported through the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

Literacy

- Mathematics
- Understanding the World
- Expressive Arts and Design.
- 

Practitioners focus strongly on the three prime areas, which are the basis for successful learning in the other four specific areas. The three prime areas reflect the key skills and capacities all children need to develop and learn effectively, and become ready for school. The balance will shift towards a more equal focus on all areas of learning as the children move through the Early Years at Ashton Hayes and grow in confidence and ability within the three prime areas.

Children are taught in class groups and small groups, which increase as they progress through the EYFS with times for a daily phonics session, teaching aspects of Mathematics and Literacy, including shared/guided reading and writing.

We plan a balance between children having time and space to engage in their own child-initiated activities (up to 80% of the time) and those that are planned by the adults. During children's play, early years practitioners interact and question to stretch and challenge children further and then use this as evidence for each child's learning.

We create a stimulating environment to encourage children to free-flow between inside and out.

### EYFS Observation and Assessment

As part of our daily practice we observe and assess children's development and learning to inform our future plans. We record our observations in a variety of ways. Everyone is encouraged to contribute and discussions take place. Significant observations of children's achievements are collated in their own personal digital learning journey. These ongoing observations are used to inform the EYFS Profile/Developmental Matter bands. The child's progress is reviewed every term, next steps are created every week to match the need and progress of the each individual child and all is regularly discussed with parents. Within the final term, we provide the parent's with a report based on the child's progress in the profile.

## 6. RESOURCES

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Resources are located in classrooms and resource cupboards available to all staff. Coordinators review resource needs annually and order as necessary. Teams and subject leaders are responsible for monitoring the use of resources and arranging for replacements to be made, following the general school ordering procedures. Staff are asked to inform Curriculum Subject leaders if any resources are damaged or need replacing; they are also asked to submit any resources to be added to existing stocks. We value experiences and people as resources, and use them as resources as frequently as possible.

## 7. ASSESSMENT AND RECORDING

Class teachers monitor the coverage of Knowledge, Skills and Understanding by cross referencing with planning and ensuring progression from one class to the next.

Curriculum Team leaders collect evidence. This includes a range of planning, assessment information, photographs, work, and pupil voice questionnaires from year groups to compile a portfolio that allows them to assess standards within their area of responsibility.

Class teachers complete summative assessment of children in Reading, Writing, Maths and Science on a termly basis. Analysis then provides information on progress and attainment for each cohort, which informs future provision.

## 8. MONITORING AND REVIEW

The Subject Leaders are responsible for monitoring and reviewing. This process is reflected in the subject leaders action plan, and is achieved through:

1. Monitoring to ensure impact on the quality of teaching;
2. Monitoring to ensure impact on the environment;
3. Monitoring to ensure impact on Curriculum Enrichment;
4. Monitoring Assessment to ensure impact on standards;
5. Monitoring Provision;
6. Reporting to Governing Body / Headteacher about Standards;
7. Monitoring to ensure impact on Work and Planning;
8. Monitoring Pupil Voice;
9. Learning Walk to monitor standards;
10. Resource Audits;
11. Budget management.

Subject Leaders review and amend Subject Action Plans on an annual basis, responding to information from lesson observations, book scrutinies, and discussions with subject leaders.

## 9. INCLUSION

It is expected that all children will be given the opportunity to learn in a creative and encouraging learning environment, which encompasses a range of learning and teaching styles. It is hoped that this approach will motivate and support children's learning at all levels including the Able and Talented, EAL, children identified with a Special Educational Need (SEN) and other school identified groups.

## 10. HEALTH & SAFETY

We actively follow Cheshire West and Chester and Ashton Hayes Primary School Guidelines. Risk assessments are carried out in line with Ashton Hayes Primary School policy.

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**Confirmation the *Curriculum Plan* in respect of Ashton Hayes Primary School has been discussed and adopted by the Governing Body**

*Chair of Governors:* Margaret Ripamonti

*Date: September 2015*

*Head Teacher:* 

*Date: September 2015*

*To be reviewed: September 2017*