


Nether Stowey CE VC Primary School


Curriculum Policy

2024-2025

Approved on behalf on the Governing Body:


.....
(Chair of Governors)

Approved on behalf on the School:

.....

(Head Teacher)

Our vision



**Nether Stowey Church of England Primary School
inspires a love of learning in all of us with
Christian values at our heart.**

**Our school community is a safe, caring friendly place where
everyone is welcome.**

**We give all children and staff the opportunity and encouragement
to aim high and develop their strengths and interests.**

**We strive to understand, respect and value each other, our school,
our community and the world we live in.**

Nether Stowey Church of England Primary School values are:

Thankfulness, Fellowship, Endurance, Peace, Trust & Charity

Our Curriculum

The school offers a broad, balanced and differentiated curriculum covering all areas of the National Curriculum 2014 and our aim is to provide a curriculum that meets the needs, interests and abilities of all children.

This curriculum comprises the following subjects – English, Mathematics, Science, Religious Education, Computing (ICT), Design Technology, History, Geography, Art, Music, languages and Physical Education. Personal, Social and Health Education is also taught through our assemblies and creative curriculum.

We do our utmost to maximize success for all children by giving them the best teaching and learning experiences. We use a range of teaching methods to suit the needs of the children and the subjects being taught. The core subjects are taught both stand alone and as part of our c curriculum in which the foundation subjects are taught as part of a themed termly topic.

Aims

The aims of our curriculum are:

- To promote teacher and pupil ownership of a skills-based thematic curriculum.
- To create and explore knowledge, skills and experiences that give purpose to Reading, Writing and Maths
- To give pupils opportunities to use literacy, numeracy and computing basic skills in practical and meaningful situations
- To excite learners through contextual, memorable and meaningful lessons and themes
- To embed opportunities for high quality enrichment experiences including outdoor learning, educational visits, themed days, parent workshops and guest speakers
- To develop pupils' wider learning skills, such as independence, resilience, collaborative working and problem-solving through explicit teaching of non-negotiable learning skills
- To develop children's understanding of equality and diversity through development of British values
- To develop a sense of community and belonging, contributing to our community through direct interaction – making links with local organisations
- To allow National Curriculum coverage through a cross-curricular, thematic approach

To foster children's understanding of their lives in a global context (Global Citizenship)

Each child is regarded as an individual and an equal. Our curriculum consists of activities designed to develop the social, personal, intellectual and physical activities of the children.

The quality of the children's learning is enhanced across the curriculum through practical activities, educational visits linked to topic work and the use of ICT. All work in the school is planned within the framework of the National Curriculum 2014 and the Early Years Foundation Stage (EYFS) Curriculum Guidance.

English

At Nether Stowey School we know that writing is taught best when...

- it is based around quality texts
- links to the rest of the curriculum
- it has real purpose and audience
- captures the children's interest
- builds reading into writing
- teaches grammar in context
- gives time for children to review and reflect

At Nether Stowey School, the teaching of writing is underpinned by high quality texts. Children are exposed to a quality text which will engage them whilst exposing them to vocabulary, language structures and author intentions which will enable them to develop their own skills as a writer. The chosen texts link to the rest of the curriculum, for example in our KS1 "Rainforest" topic class texts included "One Day on our Blue Planet...The Rainforest" and "The Great Kapok Tree". Throughout the year, children experience reading and writing in a range of genres.

At Nether Stowey School, we have created our own sequence of learning which is broken down into a three part structure. This teaching structure is used for all writing units, both narrative and non narrative.

Part 1: Exploration & Immersion

Part 2: Practise & Apply

Part 3: Innovate & Create

Reading is essential to attainment and success across all subjects. At Nether Stowey Primary School, we understand that reading successfully and with enjoyment is critical to children's long term life chances. It IS our aim in school to find the inner reader in every child, regardless of their ability, background and opportunities outside of school. The aim of our school is to teach every pupil to read well, for meaning and for pleasure. We know that the ability to read is fundamental to pupils' development as independent learners, during their time at school and beyond. It is central to our ability to understand, interpret and communicate with each other and the world around us. Therefore, reading is given high priority at our school, enabling children to become enthusiastic, independent and reflective readers across a wide range and types of literature.

To ensure progression and a cohesive approach, the following guidance must be followed:

Phonics

We use the **Little Wandle Letters and Sounds Revised** to plan and provide daily engaging phonics lessons. In phonics, we teach children that the letters of the alphabet represent a different sound, that these can be used in a variety of combinations and are put together to make words. The children learn to recognise all of the different sounds and combinations that they might see when they are reading or writing.

- Children in Reception and Year 1 are taught phonics daily.
- In Y2-Y3, phonic lessons are taught daily to children where appropriate – following the model of Little Wandle but plugging specific gaps identified through assessment.
- In Y2-Y6 there are planned phonic 'catch-up' sessions following a set model to address specific reading/writing gaps. These are short, sharp sessions lasting approximately 10 minutes in length and taking place at least three times a week.

Mathematics

We teach Mathematics in a way which allows children to develop their understanding and enjoyment. Where possible we apply it to a real life context. In each year, we develop and expand upon the Maths methods used.

Teachers adhere to the school's calculation policy in order to ensure a logical progression of skills and methods structured for clarity and success.

Teachers follow the White Rose Hub Mastery planning approach in order to ensure coverage and build-up of skills through fluency, reasoning and problem-solving. Please read the Maths Policy for further details.

Science

We aim to teach science through developing investigative skills, using practical approaches. This can be seen throughout all classrooms, with the development of scientific investigation areas designed to challenge pupils' understanding of different topics, through questions and practical use of scientific equipment. A science investigation takes place at least every half term in every class

Religious Education (RE)

RE is taught in accordance with The Diocese of Bath & Wells' 'Awareness, Mystery and Value'. Children are given the opportunity to gain a deeper understanding of many different religions alongside Christianity. The acknowledgement of the different traditions and faiths represented within our school community and the wider world is an important element of the policy.

The school respects the legal right of any parent to withdraw his/her child from RE lessons.

Topic-Based Creative Curriculum

- We ensure National Curriculum coverage of the non-core subjects through a cross curricular, thematic approach that promotes teacher and pupil ownership of a skills based creative curriculum.
- We have created a breadth of opportunities which allocates the national curriculum objectives to the appropriate year groups. These objectives are then used to create medium-term planning.
- We aim to create and explore knowledge, skills and experiences that give purpose to writing and excite learners through contextual, memorable and meaningful lessons and themes.
- Teachers plan global elements where possible to broaden pupils' cultural knowledge
- We provide opportunities for high quality enrichment experiences including educational visits, themed days and parent workshops.

Computing and ICT

The school follows EVOLVE online safety curriculum and ICT curriculum. The aim of this curriculum is to ensure our pupils become digital natives in a rapidly changing technological world.

The school has an extensive range of ICT resources including laptops & i-Pads and chrome books. Each class has a weekly computing session and a further range of computers within the classrooms extend the use of ICT across the curriculum. The school uses Google classroom to further enhance experience.

Relationships and Sex Education(RSE)

The school has clear guidelines for sex education which are laid out as part of the PSHE (personal, social, health education) curriculum. The children are led gently to a deeper understanding of the issues involved in this subject according to their level of maturity. Please see our separate policy.

Physical Education (PE)

PE is taught by our class teachers and a specialist Sports Coach, using Sports Premium funding. We teach fundamental movement skills, and provide opportunities to extend our pupils' agility, balance and co-ordination. Team games and skills are taught that enable our pupils to communicate, collaborate and compete with each other. We develop an understanding of how to improve in different physical activities and sports and our pupils learn how to evaluate and recognise their own successes.

Music

Classes use the Charanga resources to deliver exciting lessons to pupils. Somerset Music Service provides drumming lessons in Willow Class (Years 3&4).

In addition, music is incorporated into our curriculum where relevant and we have a weekly whole-school singing assembly on Wednesday. Private piano and violin lessons, as well as music therapy are available and are funded by Pupil Premium where appropriate.

Personal, Social, Health Education (PHSE)

Our curriculum has breadth of opportunities that promotes PSHE. All classes have PSHE lessons using SCARF materials. We also have designated study units such as ESafety and Healthy Eating throughout the year and opportunities for circle time on a weekly basis. The aims and objectives of learning PSHE, Citizenship and Spiritual, Moral, Social and Cultural (SMSC) across the school are:

- Help children develop lively, enquiring minds, to acquire knowledge and develop the skills of communication and information handling which equip them for adult life
- Help children achieve self-discipline and commitment so that they reach the highest standards of which they are capable
- Encourage children to develop creativity and expression
- Encourage children to take an active and responsible role in their learning
- Help children to appreciate and be concerned about their environment and understand the interdependence of individuals, groups and nations.

Please see our PHSE policy

Special Educational Needs & Disabilities

There are some occasions when many children will need special help to overcome a learning difficulty or to ensure that the curriculum fully extends their abilities. Overseen by the Special Needs Co-ordinator (SENCo), teachers and teaching assistants support some children in small groups or on a one-to-one basis as required. The curriculum is designed to ensure it is accessible to all pupils without exception.

Curriculum Planning

We aim to provide systems which enable:

- Full coverage of the National Curriculum, RE and Foundation Stage to be achieved throughout the school
- The best possible progress and highest attainment for all pupils by ensuring that consideration is given to how skills and understanding are built up gradually
- Teachers to provide for children's learning in a time-effective way
- The quality of lesson preparation to be maintained through agreed procedures

Long Term Planning

- Breadth of Study for English and Maths using Curriculum 2014
- A curriculum breadth of study for our topic-based foundation subjects and science through Chris Quigley Curriculum distribution
- Key skills to be covered during the unit of work

Medium-Term Planning

- Topic Planning covers all aspects of the Curriculum and includes school drivers, which are Sports, Music and Outdoor Learning
- Medium-term plans may be based on planning previously undertaken and will stand in place to be used in successive years where they have been deemed to have been successful. In this case the planning will always be altered to meet the needs of the particular cohort being taught.

Short-Term Planning

This will be undertaken on a weekly basis for Maths and English and other subjects on a weekly cycle. It will:

- set out specific daily objectives;
- outline teaching input and key questions for each part of the lesson;
- outline differentiated tasks for groups of children;
- include notes of teacher focus and directions for support staff;
- Indicate vulnerable groups
- Indicate which are Low/ High ability pupils and plan for the Teacher to work with less able pupils more often than the TA

Subject Leaders

The primary role of any subject leader is to achieve excellence in his or her subject across the school. The subject leader is accountable for maintaining high standards in their subject area. This good practice should be disseminated throughout the school in the following ways:

Next review: July 2025