



*'Aiming High
Together'*

Calow Church of England (V.C.) Primary School
North Road Calow Chesterfield Derbyshire S44 5BD



Curriculum Policy

Intent

At Calow Church of England (VC) Primary School, we want to challenge, inspire and enable all our children to do amazing things. We have developed a rich, broad and balanced curriculum, designed to give children the knowledge, understanding, skills, vocabulary and behaviours for learning which will benefit them now and in the future.

We aim to instil a life-long love of learning and equip our pupils to play a positive and active role in modern Britain. We meet and exceed the requirements of the National Curriculum (2014), tailoring it to meet the needs of our learners. Our curriculum is designed for deep learning, using evidence-based pedagogy.

Our school is one in which every aspect of a child's education is important. We want all our children to feel successful and happy, and to see life as an adventure, full of opportunities for taking and giving. We want them to enjoy and make the most of their time at school, setting them up well for the future.

We believe that children's wellbeing is of paramount importance, and we are committed to promoting, developing and supporting their mental and physical health.

As a Church of England school, we aim for all our children to develop a sense of mystery and wonder. We enable them to gain an understanding of Christian values and the teaching of Jesus Christ and to explore their own spirituality.

We explore and celebrate the heritage and history of our area, and also wish to encourage our pupils to look outwards, set high aspirations for themselves and open their eyes to the wide variety of opportunities potentially available to them as they grow up.

We want our children to contribute positively to society, and fully understand the democratic process and their rights and responsibilities as global citizens and guardians of the Earth.

We believe in enrichment through culture, including learning outside the classroom and putting on special events within school; we have designed our curriculum and programme of activities with this in mind. We aim to introduce our children to a broad range of music, literature and art, helping them to develop their own interests and passions based on experience.

We recognise our important duty to increase children's understanding and appreciation of diversity, in all its forms, and to celebrate difference through our curriculum.

Implementation

Overview

Each class has a focus topic, which usually changes every half term and is carefully chosen to provide a framework for the teaching of History, Geography and Science, ensuring continuity, progression, challenge and deep learning in these subjects. Much of our English work is linked to these topics, strengthening understanding and motivating pupils to read and write. Other subjects (especially Art, D&T and Music) often tie in with the topics. Maths, PE, RE and French tend to stand alone, although cross-curricular links are planned where appropriate.

Timetabling is flexible, to allow teachers the professional freedom to design learning sequences which benefit the children, spend sufficient time on activities and make useful links. Children have daily English and Maths lessons. Although most other subjects are covered at least weekly, there are times when they will be taught in blocks of time, for specific reasons, to facilitate learning. Some subjects are taught in alternate terms, e.g. art and design and technology.

Subject leaders and senior leaders monitor to ensure that appropriate weight is given to each subject throughout the year.

Further details of our curriculum and related information can be found in other documents, including our subject-specific policies, Homework policy, Effective Feedback policy, Calculations policy, etc.

What follows is an overview of the particular aims, priorities and design of the individual subjects within our curriculum.

English

At Calow Church of England (VC) Primary School, we believe that a strong command of the English language is a fundamental life skill. Through speaking, listening, reading and writing, children learn to communicate effectively and participate fully as members of society; their intellectual, social and emotional and spiritual development is intertwined with these skills, as is their access to the world of education. We enable our pupils to express themselves clearly, creatively and imaginatively, as they become enthusiastic and critical readers of stories, poetry, drama, non-fiction and media texts, and we nurture a love of literature and the spoken word.

Vocabulary is a particular focus of our planning, teaching, learning and assessment. New vocabulary is explicitly taught in lessons across the curriculum, and children are trained to stop and clarify the meaning of any unfamiliar words, and to actively try to use new vocabulary in their own writing and speaking.

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach children to express themselves orally in an appropriate way, matching their style and response to audience and purpose, listening and responding to literature, giving and receiving instructions. Children develop the skills of participating effectively in group discussions.

We provide high-quality, systematic phonics teaching in Reception and KS1, for 30 minutes per day. We believe that phonics sessions should be engaging, interactive and delivered at a quick pace. Sessions should include aspects of physical development and engagement as

well as oral and auditory phonics practice. Phonics groups are taught by teachers and teaching assistants.

Phonics skills are embedded in KS2, alongside other spelling strategies. For children who require additional phonics input in KS2, booster sessions and groups are delivered by teaching assistants or teachers. No Nonsense Spelling provides a framework for our spelling progression, from Years 2 – 6.

It is important that the children are aware that writing is a skill for life, and we ensure that every opportunity is taken to write for purpose and plan for cross curricular links. Teachers ensure that there is a link between reading and writing, using a 'whole book approach' where possible, which bases much of the learning on one main text. Children are encouraged to find key structures and grammatical features of the text and use these in their own writing. Effective use is made of modelled and shared writing, feeding into children's independent compositions.

Grammar, punctuation and spelling are taught as discrete sessions and also naturally integrated into other reading and writing lessons.

We are committed to enabling children leaving Key Stage 2 to read fluently, understand extended prose and read for pleasure. Our approach to reading comprehension has been developed and refined through our participation in Project Read. We explicitly teach the separate skills needed for comprehension, which children know as the Active Reading Strategies.

Mathematics

Mathematics at Calow Church of England (VC) Primary School is taught daily.

Early Years Foundation Stage

In the Early Years the approach to mathematics teaching is based on a concrete (objects) – pictorial – abstract – cycle of learning. This approach develops understanding and allows young children to develop secure knowledge of counting and recognising numbers from zero to twenty and beyond. The children make relationships between numbers and objects and mathematical concepts such as adding and subtracting.

The next stage of mathematical development is drawing pictures representing the objects. When children are able to explain mathematical ideas, they begin to record with numbers and mathematical symbols.

Beyond the Early Years, children build on their knowledge and understanding of the number system, mathematical vocabulary and calculations. Children throughout the school will use objects, equipment and images to support and deepen their mathematical understanding.

Key Stage One and Key Stage Two

The Mathematics curriculum at Calow Church of England (VC) Primary School is planned using the programmes of study in the National Curriculum.

The National Curriculum has three elements for teaching Mathematics, which all children need to understand and apply at an age-appropriate level. These are fluency, reasoning and problem solving.

Fluency

In each year group the children will develop an age appropriate understanding of the number system, place value, number bonds and multiplication tables.

To enable the children to embed basic calculation skills, they will engage in daily fluency activities to recall number facts quickly and accurately. This learning is further supported through online practice using Mathletics and Times Tables Rockstars.

The children will develop secure knowledge related to the number system and place value through daily counting activities, including learning with number lines and place value equipment.

All children will develop and apply calculation skills in different contexts, such as measuring, shapes and money.

Progression through formal and informal methods is set out in our Calculations Policy.

Reasoning

Mathematics helps children to make sense of the world in which they live. Reasoning is part of a much wider set of skills that are required to help us to develop think critically.

All children will have the opportunity to develop a deep understanding of developmentally appropriate Mathematical vocabulary, which will enable them to talk about and explain their mathematical learning.

Children have opportunities to discuss their mathematical ideas with their peers. Children will be encouraged to look for patterns and relationships between numbers, and taught to gather and interpret information and make informed decisions. There will be regular opportunities to plan, organise and communicate mathematical ideas effectively. Equipment, images and models will be used effectively by staff to support reasoning skills in all year groups.

Problem Solving

Problem solving involves the children applying their fluency and reasoning skills to solve problems in new or unfamiliar contexts.

The children will develop skills of working systematically to solve mathematical problems and find all possibilities.

They will develop efficient ways to record their ideas accurately.

Science

Science is taught across the school as laid out in the Primary National Curriculum 2014. In the EYFS, Science is taught as part of the Early Years Foundation Stage Curriculum and develops children's skills through a thematic approach outlined in the Long Term Plans for Nursery and Reception.

In KS1, Science is taught through a carefully designed sequence of topics. The emphasis is on learning key knowledge that allows children to understand the world around them, as well as beginning to explore aspects of Science through practical investigations.

Science is normally taught weekly in KS2. Lessons are sometimes linked to the class topic, where appropriate, but may also be separate. Children build upon their knowledge and understanding through a range of carefully planned activities and investigations.

The school's Long Term Plan shows the units that are taught each term in each year group. These units follow those allocated in the National Curriculum and so allow for continuity and progression across both Key Stages.

There is an emphasis on knowledge and understanding, complemented by a range of investigations which allow children to develop the ability to work scientifically.

Teachers produce Knowledge Organisers for each topic, which include scientific vocabulary and definitions as well as key scientists and other facts to be learned. This information is incorporated into lessons and is reinforced through various types of retrieval practice so that children build upon their knowledge year on year.

Religious Education

At Calow Church of England (VC) Primary School, we base our RE curriculum on the Local Authority Agreed Syllabus (Derbyshire), looking closely at Key Christian festivals and studying different World Faiths. Enquiry skills, speaking and listening skills and social and emotional skills link across the curriculum.

In our RE lessons we also follow 'Understanding Christianity'. The key purpose of the Understanding Christianity project is to support pupils in developing their own thinking and understanding of Christianity, as a contribution to their understanding of the world and their own experience within it.

EYFS

Religious Education in the Early Years places emphasis on celebrating special people, times, stories, places and the world in which the children live. The children also reflect on what makes themselves unique and how they belong. Through Understanding Christianity, the children learn about why the word 'God' is so important to Christians.

Key Stage One

Children in Key Stage One focus on two main religions – Judaism and Christianity. They learn about the main beliefs of each religion and then compare the two. Through Understanding Christianity, the children learn what Christians believe God is like. Throughout their time in Key Stage One, children will also learn about key events in the Christian calendar including Harvest, Christmas and Easter.

Key Stage Two

Children in Key Stage Two learn about a wider range of religions, with the main focus placed upon Hinduism, Islam and Christianity. Children continue to develop their knowledge of Christianity through key questions such as 'What is the Trinity?', 'What does it mean if God is holy and loving?' and 'What kind of King is Jesus?'

Computing

Computing is taught across the school as laid out in the Primary National Curriculum 2014.

Computing is taught as part of the Early Years Foundation Stage Curriculum and develops children's skills through a thematic approach outlined in the Long Term Plans for Nursery and Reception.

Computing skills are developed across the curriculum in KS1, as well as through some discrete lessons.

Computing is taught through weekly skills lessons in KS2. These skills are then applied across a range of subjects so that children understand the practical uses of the skills they have learned.

The school's Long Term Plan shows the units that are taught each term in each year group. These units ensure continuity and progression across both Key Stages.

There is an emphasis on Online Safety, in all year groups, at a level that is appropriate to the age of the child. The South West Grid for Learning Digital Literacy scheme is used as a basis for teaching this area and is supplemented by resources that reflect current concerns. Online Safety is taught throughout the year and any specific issues that arise will also be addressed. Education for a Connected World is also used as a reference for staff when planning. All children also participate in activities linked with Safer Internet Day each year.

Design and Technology

At Calow Church of England (VC) Primary School, we believe Design and Technology education stimulates creativity and imagination through problem solving and the production of quality products. Through Design and Technology (D&T) the children are encouraged to identify, examine and solve practical problems. Children are given the opportunity to be inventive, using a range of materials and tools, thus developing, modifying and evaluating their ideas through a series of projects. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

EYFS

In EYFS the children develop their knowledge of D&T through Expressive Art and Design. They are taught how to safely use and explore a variety of materials, tools and techniques, use what they have learned about media and materials in original ways (thinking about uses and purposes) and to represent their own ideas, thoughts and feelings through design and technology (experimenting with colour, design, texture, form and function).

Key Stage One

In Key Stage One, Design and Technology is taught in a cross-curricular manner. Children design and create a range of projects, including puppets for a topic based on fairy tales and seasonal soup linked to a topic on growing. The children work through the design, make and evaluate process. Each year group completes a unit of food technology.

Key Stage Two

Key Stage Two Design and Technology is also topic-based in approach. Children design, make and evaluate shelters linked to a topic about War and create their own Viking longboats, linking to their history topic Invaders and Raiders. Children in each year group also complete a unit of food technology linked to their topics, for example children design, make and evaluate a healthy picnic (including bread, salad and granola bars) as part of their Scrumdiddlyumptious topic. Children in Key Stage Two are also taught about famous historical and contemporary designers.

PSHE

Personal, social and health education is given a high priority across the school and links directly with our School values and aspects of many curriculum areas. We recognise that we have a crucial role in preparing pupils to withstand the pressures that life presents, to respond resiliently to setbacks and challenges, and to make informed decisions to shape their future lives. Opportunities are therefore taken to make links in a variety of lessons, for example Online safety in Computing, keeping healthy in Science and PE, and what can be learned from religious stories.

In EYFS, Personal, Social and Emotional development is a Prime Area of learning. In the early years, staff support children in developing their self confidence and making relationships with peers and adults in school. This is done through focus activities and self-chosen activities within the continuous provision. Children are taught about different feelings. They are supported to share, take turns and work with other children. The children are introduced to the school's core values and are supported in developing expected behaviour at all times.

In KS1, PSHE is taught both discretely and through other subjects linked with the current topic. Children learn about themselves as developing individuals and as members of their communities. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They begin to take an active part in the life of their school and its neighbourhood. The ASK (Attitudes, Skills and Knowledge) About Life materials are used as a basis for these lessons.

The CWP materials are used to support the delivery of Sex and Relationships Education. In Year 1 the focus is on 'Growing and Caring for Ourselves' and in Year 2 the focus is on 'Differences'.

In KS2, lessons are taught discretely and through other subject areas. The ASK (Attitudes, Skills and Knowledge) About Life materials are used as a basis for lessons. These are produced by Derbyshire Children and Young People's Health Promotion Programme. There are 12 learning modules that are taught over 2 years and are therefore revisited twice over the course of KS2.

SRE (Sex and Relationships Education) is taught at some point in each year group at an appropriate time for the children and the topics that they are working on. In Year 3, the focus is on 'Valuing Difference and Keeping Safe'; in Year 4 it is 'Growing Up'; Year 5 covers 'Puberty' and Year 6 focus on 'Puberty, Relationships and Reproduction'.

In 2019, the school is in the process of introducing a new scheme – PSHE Matters – which will replace ASK as the basis of our teaching and learning.

Art and design

A high-quality art education should engage, inspire and challenge children, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. The appreciation the pleasure that can be derived from art enriches all of our lives and it allows children to gain a deeper understanding of our cultural richness and diversity.

In the Early Years Foundation Stage the art curriculum is linked to the following statements:

1. Expressive arts and design.
2. Exploring and using media.
3. Materials and being imaginative.

The children explore and play using a wide range of resources. Children are encouraged to share their thoughts, feelings and ideas in a variety of activities in art and roleplay.

In Key Stage 1 art is closely linked to the current topic. Children follow a skills progression to develop their skills as they move through the school. A wide range of techniques are used in colour, pattern, shape, texture, line, shape, form and space. Children learn about a range of different artists and make links between their own work and the professional pieces.

In Key Stage 2 art is linked to the current topic. Children's creativity and imagination is expanded by building on their knowledge, skills and understanding through more complex activities. Children record their work and are encouraged to review and revisit so they improve their mastery of techniques in drawing, painting and sculpture. Children learn about great artists and designers in history, developing their "cultural capital".

Geography

Geography at Calow should inspire in pupils a curiosity and fascination about the world and its people. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding about the interaction between physical and human processes, and of the formation and use of landscapes. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Early Years Foundation Stage

Foundation Stage Early Learning Goals cover children's understanding of the world. They focus on the following aspects over the year:

People and communities: children talk about past and present events in their own lives and in the lives of family members. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage One

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. The children will focus on four followings areas throughout Key Stage One: Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork.

Key Stage Two

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and

characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. The children will focus on the four following areas throughout Key Stage Two: Locational knowledge, Place knowledge, Human and physical geography and Geographical skills and fieldwork.

History

At Calow Church of England (VC) Primary School, we encourage pupils to become detectives who explore the past in an exciting way. History is taught mainly through a topic-based approach and gives pupils a chance to explore a wide range of sources from which the past may come alive.

History allows our children to compare and contrast, to examine how and why things have changed, to learn about historical characters and expand their research skills. We teach children to be open-minded and enquiring thinkers who understand cause and effect. We want them to understand how people have lived in the past and compare this to modern life. We encourage first-hand experiences through handling real artefacts and wherever possible arranging field work visits to relevant sites of historical interest in the region or bringing in specialists for in-school workshops.

In EYFS, history skills are taught through the eyes of each individual child, exploring their families through photographs and stories about older family members as well as participating in discussions about their own significant events that they have experienced. Children are encouraged to share their feelings about their experiences and teachers introduce ways of preserving their memories of special events.

In Key Stage 1, pupils begin their history journey by discussing changes within their living memory, leading onto changes beyond their living memory such as The Great Fire of London and those which link to festivals and anniversaries at the time of teaching - for instance the commemoration of World War 1. As well as the life and achievements of Florence Nightingale. Pupils also have opportunities to find out about significant events, people and our local area.

In Key Stage 2, pupils begin to develop a sense of chronology between the topics, building up a picture of how society and technology has changed over time. Pupils will be able to make links between the topics taught both within year groups and across the key stage. They cover elements of British History from the Stone Age to World War II, as well as the Ancient Egyptians, Ancient Greeks, the Ancient Maya civilisation and local history.

Physical Education

Pupils have two hours of PE timetabled per week, through which we develop core skills to enable children to become well-rounded sportsmen and women as set out in the new National Curriculum. Children are given the opportunity to swim during KS2, and we aim for all pupils leaving the school to be able to swim competently. All pupils also have the opportunity to complete the National Cycling Proficiency scheme in KS2.

The school actively participates in the Chesterfield School Sports Partnership. All pupils take part in a range of tournaments and sports festivals, both within school and together with other schools, and there is a range of extra-curricular clubs on offer.

Foundation Stage

Foundation Stage Early Learning Goals cover Physical Development. Children focus on the following aspects over the year:

Moving and handling: children develop good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

In 2019, the school is in the process of implementing Real PE, providing a new structure and focus for our teaching and learning.

Music

We aim to inspire pupils to develop a love of music and increase their own knowledge, awareness and practical skills, contributing to their self-confidence, creativity and sense of achievement. Pupils will learn to listen to, analyse, compose and perform music from across a wide range of genres, cultures and historical periods. They will learn to sing and to use their voices, to create and compose music on their own and with others, use a range of musical instruments and use technology appropriately. They will understand and explore how music is created, produced and communicated, and learn about pitch, duration, dynamics, tempo, timbre, texture, structure and notation.

In the Early Years Foundation Stage, the children experiment with making different sounds with their voices. The children accompany familiar nursery rhymes with body percussion, clapping and tapping different parts of their bodies to create sounds. Children will learn to tap out simple rhythms and clap the syllables in familiar words. They will learn a variety of songs and learn to sing as part of a group. The children will explore how sounds can be changed by playing simple unturned instruments. There will be opportunities to respond to different types of music through movements such as skipping, hopping and jumping.

In Key Stage One, music is taught once a week and is partly linked to the current topic and through units of work from Charanga. Children explore sounds using their voice, body or instruments. They explore duration, pitch, timbre, tempo, dynamics and rhythm. Music is linked to everyday objects and to nursery rhymes. The children will construct simple musical scores, including using Music programmes in ICT.

In Key Stage Two, music is taught once a week and is partly linked to topic, units of work from Charanga and Musical Contexts. Children explore their singing voices and have the opportunity to perform in solo and ensemble contexts using their voice with increasing accuracy and control. They create compositions using the 2 Simple Music programme in ICT and learn to read and use musical notation to create layers of music. They learn to play the keyboard and a range of percussion instruments, and to recognise and identify a large number of different instruments.

The children listen to and appraise different types of music each term, and learn about a range of composers. We have carefully selected particular pieces to introduce to the children as they move through the school, contributing to their “Cultural Capital” and enriching their lives.

Instrumental tuition lessons are available for Key Stage Two children. The Music for Schools Foundation (Normans) offers lessons on the Clarinet and Cornet. The Music Partnership offer Violin and Piano lessons. Children in Key Stage 1 and 2 also have the opportunity to take part in the school choir.

All children arrive and leave Collective Worship to a piece of music, and the whole school sings a hymn every day, usually accompanied by the piano. In addition, there is a particular focus on singing in Collective Worship on a Thursday morning. Music features strongly in our Harvest, Christmas and Easter services, where every class prepares and performs a song, together with congregational hymns.

Languages

Every child at Calow Church of England (VC) Primary School learns French through Key Stage 2. We have developed a bespoke long-term plan, which sets out a clear progression in the topics, vocabulary and grammar to be taught each year. With a new group, teachers check prior knowledge and understanding, and revisit areas as necessary. The strongest emphasis is on speaking and listening, but reading and writing are also developed systematically, preparing the children well for Secondary school and hopefully a lifetime of language learning.

We meet the statutory requirements of the National Curriculum, and our particular aims are:

- Enjoyment and purpose
- Confidence to speak
- Vocabulary recognition
- Basic sentence building
- Understanding of fundamental grammatical principles

We use a range of resources, including Linguascope, Languages Online, BBC Schools and Crickweb. A large amount of learning is done through conversation, rôle play, songs and games. Continual formative assessment informs pace and planning of lessons, retrieval practice is embedded in teaching and learning, and vocabulary quizzes take place at least half-termly to check understanding and recall.

Although we have designed our curriculum to enable substantial progress in one language (French) classes may also learn some basic words and phrases in other related languages, as part of their History or Geography study, e.g. Latin for the Roman topic, or German for WWII. This serves to foster a deeper curiosity and interest in languages and the relationships between them.

Early Years Foundation Stage (EYFS)

The EYFS is based upon four principles:

A unique child

Positive relationships

Enabling environments

Learning and development

The children learn through carefully planned play activities and staff decide when child-initiated or adult-led activities would provide the most effective learning opportunities. Every child will have opportunities to learn in the indoor and outdoor learning environments during the day. The staff assess the children through observations to identify the Characteristics of Effective Learning the children are demonstrating and to plan the next steps to move each child's learning forward. The Characteristics of Effective Learning focus on the child's attitudes and dispositions towards their learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

All the areas of the Characteristics of Effective Learning link to Calow Church of England (VC) Primary School's Five Core Values. The school's values provide a way for young children to articulate their learning and promote the development of desirable learning behaviours.

The Learning Environment

The Early Years classrooms are organised to allow children to explore and learn securely and safely. They are designed to promote inquisitive, independent learners., The classrooms are organised into learning areas where children are able to find and locate equipment and resources.

All children begin school with a wide variety of experiences and learning and it is the role of the adults working in our EYFS to build upon these prior learning experiences. This is done through an approach to learning which values the contributions made by parents and carers and develops each child as an individual.

Aims

We will provide a broad and balanced curriculum that will enable each child to develop personally, socially, emotionally, spiritually, physically, creatively and intellectually to their full potential. Each child is valued as an individual and teaching and learning is based on the understanding that children develop at different rates.

At Calow Church of England School we aim to:

- Provide a safe, challenging, stimulating, caring and sharing environment which is sensitive to the needs of the child including children with additional needs.

- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development in Key Stage 1 and beyond.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Enable choice and decision making, fostering independence and self-confidence.
- Work in partnership with parents and carers and value their contributions ensuring that all children, irrespective of ethnicity, culture, religion, home language, family background, learning difficulties, disabilities, gender or ability.
- Provide opportunities whereby children experience a challenging and enjoyable programme of learning and development.
- Provide experiences for all children, whatever their needs, which are inclusive rather than parallel.

The Early Years Curriculum.

The curriculum for Calow EYFS meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on embedding skills within the Prime Areas of Communication, Social Skills and Physical Development. Children then move on to learning in the specific areas Literacy, Numeracy, Understanding the World, and Expressive Arts and Design. Staff in the EYFS use observations of each individual child to assess their level of learning and development.

This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess the child's progress for the seven areas of learning. Each area of learning has a set of Early Learning Goals. The Early Learning Goals determine what most children should achieve by the end of the Reception Year.

Parents and carers provide valuable information about their child's learning outside of school. Tapestry online recording system is used in Nursery to inform parents of their child's learning. Parents are encouraged to share their own observations on Tapestry and contribute towards their child's learning journey.

Children in the Reception Class regularly share their learning with their parents and carers during special focus learning afternoons. Focused home learning activities support learning at home. Parents can contribute towards their child's learning profile through WoW sheets.

Equal Opportunities

All pupils have equal opportunities and access to the curriculum, and our aim is to work with individuals and encourage all children's progress. Calow Church of England (VC) Primary School has universal ambitions for every child, whatever their background or circumstances. In order to engage all children, diversity in all its forms is actively celebrated. Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children and those of the wider world.

Inclusion, and Children with Additional Needs

The curriculum in our school is designed to provide access and opportunity for all children. Teachers plan to meet the needs of all children by ensuring learning is focused on individual children's needs and abilities. Outcomes from assessment for learning enable teachers to set targets which reflect individual children's skills, abilities and potential. Some of our children at Calow Church of England (VC) Primary School have particular learning needs that necessitate specific action and adjustments. These requirements are likely to arise as a consequence of a child having additional educational needs (including more able children). Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children, enabling them to participate effectively in curriculum

and assessment activities. Provision is made to develop the talents of more able pupils in a variety of ways. Through increasingly complex investigative tasks, and open-ended tasks which enable them to tackle more complex issues and understand more difficult concepts.

We comply with the requirements set out in the SEN Code of Practice in providing for children with additional needs. If a child displays signs of having additional needs, his/her teacher and the SENCO make an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If this is not sufficient, we involve the appropriate external agencies and follow recommendations in providing further support.

Children showing particular aptitude for a subject

We aim to stretch and challenge every single child, from their own individual starting point. This principle underpins our approach to the teaching of all pupils, including those particularly able, who are sometimes called "Gifted and Talented". Where a child shows particular aptitude for a subject, careful consideration needs to be given to how to provide and facilitate the next layer of learning for them. In general, where a child is already exceeding age-related expectations, we aim to deepen their understanding, refine their skills and further develop their critical thinking, reasoning and oracy.

Impact

The impact of teaching and learning in each subject is measured first by class teachers, as part of their responsibility for continuous assessment and reflective practice. Across the school, this is then monitored by subject leaders, who use a combination of learning walks, assessment data, pupil voice, work scrutiny and professional discussions to evaluate teaching and learning in their areas and make further refinements and improvements as necessary. The Curriculum Lead has an overview of this subject monitoring, and makes sure that it takes place robustly and effectively; this is regularly discussed in Leadership Team meetings and staff meetings. CPD is provided within staff meetings and twilight sessions to ensure that the school's curriculum evolves to meet the needs of all our learners and has the greatest possible impact on the children at our school. The Headteacher has overall responsibility for the direction of the curriculum, and reports regularly to the Governors.

Policy updated and approved: 3rd June 2019

Date of next review: June 2020