

Thomas Gray Primary School
Curriculum Policy

Our whole school agreed mission statement is:

Bring out the best in Bootle
Understand we are all special in different ways
Celebrate our success
Keep smiling and have fun
Educate for the future
Think independently and work together
Strive to achieve our goals

Thomas Gray Primary School has a strong commitment to raising standards and helping all children succeed. It strives to adopt a curriculum which reflects the aims and values of the school in the content and character of the curriculum. Thomas Gray has a wholly inclusive attitude to all children.

Rationale

As a staff we believe that children learn best from a broad and challenging curriculum, where they are engaged by learning that develops and stretches them and excites their imagination. We strongly believe in a creative curriculum where pupils can enjoy the richness and fun of learning, not just learning different things but learning in a variety of different learning styles. Team work, collaboration and research are highly valued and actively encouraged.

Our curriculum is one of designed learning experiences, using the National Curriculum and Foundation Stage Curriculum, as the bedrock, which allows teaching staff and pupils the opportunity and vast scope to be creative in their teaching and approach to learning. Our curriculum enables pupils to develop socially, emotionally, spiritually and develop community awareness. Activities are almost entirely cross curricular with a highly focused thematic approach essential, we believe, for pupils to make links and meaning and understand purpose. We use the 'Read Write Inc' scheme for phonics. There are appropriate schemes and resources available for the teaching of reading and guided reading books are in book bands.

At Thomas Gray it is our belief that the 'Arts' are fundamental to, as well as being central to the core of the human soul. With this in mind, we believe that we should, through using the National Curriculum as a conduit, expose the children to as many opportunities and experiences as we possibly can to enable this core to grow and develop. Through this exposure this core should develop spiritually, morally, socially, emotionally, physically and academically and help the children to understand and appreciate their place in history, the environment, the world now and in the future, and that of others who came before them.

We firmly believe that the 'Arts' stimulate creativity, imagination and expression. They provide visual, tactile, sensory communicative experiences which enable us to understand and respond to the 'world' in all aspects of its existence. The 'world' uses colour, form, texture, pattern, sound, and movement to express and communicate.

Through the activities our school offers the children we intend that they will be enabled to foster and cultivate their own 'Arts' skills and ideas and to understand and appreciate the skills and ideas of others, both living and dead, and from their own and other cultures. Also through exposure to the 'Arts' children will learn to make informed value judgements about their 'world' and those shaping it. Above all, exposure to the 'Arts' and the enjoyment, understanding and appreciation of them will enrich the lives of the children.

The curriculum is further enriched by first hand experience, including visits locally and further afield, and many contributions from visiting adults, (highly skilled experts in their field), with knowledge and skills that enhance pupils' learning.

Our curriculum is inclusive and endeavours to meet pupils' individual needs with a tailored approach to support all children with special educational needs, those who are vulnerable, under attaining groups, pupils with English as an additional language, gifted and talented children, and groups whose needs may not have been addressed.

Inclusion - provision for all pupils

Wave One: The effective inclusion of all pupils in high quality daily lessons.

Wave Two: Small group, low cost intervention e.g. Booster classes, focus groups, small group extra Sounds Write Springboard programmes, Early Literacy support, Additional Literacy Support and Further Literacy Support.

Wave Three: Specific targeted intervention for pupils identified as requiring special educational needs support. Specific curriculum extension programmes for the Gifted and Talented will also be provided.

Extra-Curricular/Special Activities

At Thomas Gray we believe that extra-curricular activities enrich and extend opportunities for children to develop their learning and throughout the year we provide a rich variety of after school activities. Activities cover a range including sports, IT, music, Bankhall Mission, and running amongst others. Children regularly have opportunities to take part in competitive sports with other schools. Children have many opportunities to work with the wider community e.g. helping at St Leonard's community events.

Planning

Using the National Curriculum, Early Years Foundation Stage and our own Learning Challenge Curriculum, teachers plan together the programme of study for their year group initially on a termly basis and then weekly throughout the year. We annotate and amend the 'Read Write Inc' Lancashire Literacy Plans and 'White Rose' plans. Where children are not completing these, the class teacher will plan using National Strategies (generally this will be Y6 children).

Evaluation

Towards the end of every school year the curriculum is reviewed and adjustments made as the teaching staff deem necessary. Our Learning Challenge Curriculum is based on a two year cycle and is therefore evaluated every 2 years.

Learning Times

School opens at 8:30am for our Early Bird Club. Class doors open at 8.45am. Lunchtime is from 11.30 - 12.30pm for Y1-Y4 and 12.15 - 1.15pm for R, Y5, Y6. School finishes at 3:15pm for R/KS1 and 3.20pm for KS2.

Teaching

In the Foundation Stage children are taught in their Nursery or Reception class and follow the EYFS curriculum, along with 'Read, Write, Inc'.

In KS1/2 children are taught in their own year groups where planning is differentiated to meet individual needs. Curriculum 2014 is followed along with 'Read, Write, Inc' and 'White Rose Maths'. Learning Challenge Curriculum is planned for in phases: - Y1/2, Y3/4, Y5/6.

Assessment

In KS1 and KS2, the children complete assessments three times a year - December, March and July. The assessments are completed in Reading, SPAG and Mathematics. A teacher assessment is made at October, February and May half term. Writing assessments are completed at the end of each teaching sequence and are put onto 'O'track' every half term to track progress. All assessments are recorded on 'O'track' where progress can be monitored closely. KS1 and KS2 Statutory Assessments are completed in May. KS1 phonics screening is completed in June. Children's progress is continually tracked and monitored at pupil progress meetings, where support and interventions are discussed and put into place. Once a year written reports, which include attainment levels, are sent home to parents.

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Sex and Relationships Education

The Governing Body has an agreed Sex Education Policy.

Self Esteem and Self Worth

We try to build a culture where children want to succeed, and accordingly there are many opportunities for children to receive praise and reward for doing well. Children can receive stickers for doing a piece of pleasing work, kindness to others, good manners and so on. Children collect team points for work and behaviour. Good behaviour is rewarded through our 'Good to be Green' treasure chest prize. For doing something extremely well, children can receive a treasure chest prize from the Headteacher Award. Every Friday there is a 'Star of the Week' assembly where children are rewarded. Achievement assemblies are held at the end of each half term for doing something exceptional. Children are given an achievement certificate and prize. Once a week we have a 'Bucket Filler' assembly which celebrates the achievements of those children who have done something kind and 'filled a bucket'.

During our Friday assembly team points are collected and the winning team receives a prize. At the end of each half term, the overall winner can wear their own clothes for a day. We also have an attendance trophy that is given to the highest class attendance each week. Class winners are displayed in the hall.

SMSC is very much part of the whole curriculum and many issues are raised and discussed with children with the intention of helping and enabling them to learn about how to live successfully within their community and society. The school has an active School Council who are proud of their responsibility. Children are given responsibilities in their classes and around the school according.

Roles and Responsibilities

The SLT and TLR holders take responsibility for the curriculum. Teachers with teaching and learning responsibilities (TLRs) are responsible for core subject areas. TLRs and subject leaders are responsible for monitoring particular subjects to ensure that they are implemented consistently, and effectively, in accordance with the school curriculum plan. TLRs are responsible to and report to the SLT, subject leaders to the TLRs and deputy head.

Signed: AP. Taylor
Chair of Governors

Date: 5/12/17

Signed: R. [Signature]
Headteacher

Date: 5/12/17

Date to be reviewed: September 2020