

# Curriculum Policy

## Introduction

At Ingleton Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2024 Framework in the Foundation Stage.

**Our aim is to create educated citizens for this community by providing a curriculum that celebrates where the children live and acknowledges the need to broaden the children's experiences and understanding of other communities, both regionally and nationally.** Our rigorous, well curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

## Curriculum Intent at Ingleton

At Ingleton Primary School we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and resilient children who will develop skills for life-long learning. We guide our children on their journey and encourage them to be creative, unique, open-minded, tolerant and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the

fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We are fortunate at Ingleton to have a spacious learning environment both indoors and outdoors. This is respected and used by all in school and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

At Ingleton our values permeate all areas of school life and are reflected by the school's motto:

*Tall oaks from little acorns grow*

## **Implementation**

Children start school in the Nursery. In the two Nursery and Reception years, also known as the **Early Years Foundation Stage (EYFS)**, pupils will work towards achieving the Early Learning goals. Children in the Foundation Stage of their schooling follow a curriculum that is appropriate to their needs. This curriculum "feeds" into the national curriculum and is based on three prime areas of development – Communication and Language, Personal, Social and Emotional Development and Physical Development and four specific areas of development – Literacy, Mathematics, Understanding the World and Expressive Arts.

We aim to give the children a practical approach to learning with many opportunities for exploration, discovery and activity. We wish to help the children to develop lively, enquiring minds and lay the necessary foundations for literacy and numeracy. The children learn to develop in a friendly atmosphere and an interesting environment. Early emphasis is on play indoors and outdoors as well as interaction with adults in a purposeful and structured environment. We aim to provide time and materials for all types of creative and imaginative play. Children love to read and share books with their parents, and we like them to take home a book every day.

In **Key Stage One** and **Key Stage Two**, children are organised in mixed age classes of two year groups. These classes will vary annually depending on numbers in cohorts. Pupils are provided with access to a full **National Curriculum**.

## English

**Speaking and Listening** – Communication is key at Ingleton Primary; it forms the bedrock of our curriculum. Children are immersed in a rich environment of ‘talk’ as soon as they start their journey with us. The development of language and confident speech in early years through imaginative play, forms a crucial foundation which subsequent key stages build on. Ambitious language used by staff, their choice of texts to share with pupils and ‘word of the day’ all contribute to a vocabulary rich environment. Pupils are confident, respectful speakers and listeners. Pupils at Ingleton have a voice; they are actively encouraged to express their thoughts in all lessons where they listen, discuss, analyse, explore, persuade, argue and summarise with teachers and each other.

**Reading** – A love of reading is promoted by all at Ingleton Primary. We read to children daily and staff passionately promote reading for pleasure. Our class libraries offer a broad range of genres and are regularly replenished with new titles.

Phonics is taught with fidelity following the *Little Wandle Letters and Sounds* phonic programme. The foundations for phonics start in nursery with high-quality stories and poems and learning a range of nursery rhymes. Focussed listening activities include oral blending and attention is given to high quality language.

Children in Reception and Year One, have daily phonic lessons and we teach our children to read, through reading practice sessions three times a week, focussing skills in decoding, prosody and comprehension. This reading practice book is then taken home to ensure success is shared with the family. Children also choose a ‘reading for pleasure’ book to take home for parents to share and read to them.

Once children have mastered all the phonic phases and are able to read fluently, they take home a reading scheme book (*Word Sparks* or *Collins Big Cat*) or class library book. They continue to read regularly with an adult in school and whole class guided reading sessions are taught from Year Two onwards. These are carefully planned using quality texts with challenging, focussed response tasks.

**Writing** – At Ingleton we believe reading is like breathing in and writing is breathing out. Writing develops freely in the early years. Opportunities to write are built into activities on offer, play and classroom environments. Subsequently, children are taught the craft of writing. We plan challenging and engaging units of work using quality texts. Purpose and audience are at the core of all writing opportunities; pupils read as writers and write as readers. Teachers follow the progression of skills pupils need to develop as writers. They learn the conventions of spelling, grammar and punctuation and how to use these with precision. Writing serves all subjects, it is taught through all subjects and is an important way to process knowledge as well

as record and express ideas. Children have opportunities to write freely for fun and are encouraged to practise at home.

**Handwriting-** Handwriting sessions start in the Early Years with correct pencil grip and letter formation is taught following the *Little Wandle letters and Sounds* programme. Joined handwriting is taught in Year Two onwards, *Joinit PC6* is our adopted font. A high standard of presentation of writing in all subjects is promoted and expected.

## Mathematics

Our aim is for all children to enjoy Mathematics and to experience success in the subject. We have high expectations of all pupils and share a belief that all pupils are capable of achieving high standards and we aim to 'keep up, not catch up'. Throughout school we follow the White Rose Scheme to teach the Maths Curriculum, using a range of flexible and innovative teaching approaches, it is our aim to develop pupils who have:

- a positive attitude towards mathematics
- good number sense leading to fluency in both mental and written calculations
- a love of and fascination with the power of mathematics
- competence and confidence in mathematical knowledge, concepts and skills
- an ability to solve problems, to reason, to think logically and to work systematically and accurately
- initiative and an ability to work both independently and in co-operation with others
- an ability to communicate mathematically
- an ability to use and apply mathematics across the curriculum and in real life
- an understanding of mathematics through a process of enquiry and experiment

Maths in the Foundation Stage is based on number games and practical experience of mathematical ideas. Children develop their understanding of numbers, including comparing, ordering and recognising patterns. Opportunities to further explore mathematical concepts are provided through the continuous provision.

Throughout Key Stage One and Two, all lessons include elements of mental maths, fluency, problem solving and reasoning and we cover all mathematical concepts for each year group. Mathematical topics are taught in blocks, to enable the achievement of 'mastery' over time. We aim to include a range of concrete, pictorial and abstract resources to support our teaching of all strategies. Independent work then provides the means for all children to develop their fluency further, before progressing to more complex problem solving.

## **Science**

Science is taught through observation and investigation of the physical world. We aim to develop enthusiastic scientists who are curious about the world around them. Children are encouraged to interpret their observations, compare, construct and test hypotheses and communicate their results in speech or writing. Units of work from the National Curriculum are linked to topic work wherever possible. We offer a range of exciting experiences which match the needs of all children. Studies of the seasons, plant and animal life and the changes that occur in the natural world continue throughout the year. Staff make good use of our extensive outdoor environment to enrich teaching and learning.

### **Science Curriculum Intent**

## **Foundation Subjects**

Where appropriate, the wider school curriculum has an environmental focus. Many topics covered in school lend themselves to learning about the environment and considering our impact upon it. Good use is made of the diverse habitats in our woodland area and elsewhere in the school grounds, for educational purposes. From this, children learn to respect and develop an understanding of nature in all its forms. The teachers and support staff raise awareness of environmental issues, not just through delivery of the curriculum, but also through demonstrating good practice in their management of the classroom and the surroundings of the school. From this lead, the children are encouraged to act in an environmentally responsible way. There are many opportunities for reusing and recycling in school and techniques for saving energy are actively promoted.

## **History**

The aim of history at Ingleton Primary is to develop pupils with a deep curiosity and interest in the past. By providing the firm foundations of historical knowledge and the skills to think like a historian, we allow our pupils to explore a historical curriculum stretching from ancient Egypt to the Mayan civilization and from the Iron Age Hill fort of Ingleborough to the Victorian viaduct across the Dales.

### **History Curriculum Overview**

## **Geography**

In Geography we aim to develop the children's geographical knowledge, skills and understanding in relation to locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork within the local and wider environment. For example Foundation Stage and Key stage 1 pupils carry out fieldwork in the school grounds, immediate surrounding area and village environment. Year Six pupils for example have the opportunity to go to Edinburgh for three days exploring the city. Children should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

## **Art**

We work to create confident, independent artists who can articulate and value their own creative journeys. By providing a safe and nurturing environment, pupils are encouraged to experiment, to take creative risks and to learn from the journey, rather than head towards a pre-defined end result. The study of historical 'great' artists is balanced with contemporary artists. Through our innovative art curriculum, using AccessArt, children will become proficient in drawing, painting, sculpture and other art, craft and design techniques.

## **Design and Technology**

In DT, the children will learn to design purposeful, functional and appealing products that are based on design criteria. They will develop their ideas through detailed planning, evaluating product design, observational drawings and making prototypes. They will make products using a range of materials and learn how to join them using a wide variety of tools, equipment, materials and components. They will learn to evaluate their products and suggest how they could be improved.

## **Computing**

Ingleton Primary School Computing Curriculum Intent:

"Computers are incredibly fast, accurate, and stupid. Human beings are incredibly slow, inaccurate, and brilliant. Together they are powerful beyond imagination."- Albert Einstein, physicist

At Ingleton Primary School, we aim to provide children access to enriching, diverse and creative curriculum that balance all the aspects of computing. Technology has revolutionised the way we live, study and work. We follow Purple Mash Schemes of Work to deliver the computing curriculum.

What is Purple Mash?

Purple Mash is a comprehensive suite of online learning tools and content, designed to be used by Primary aged children in the classroom and at home.

Find out more here <https://youtu.be/lhrHxZAerfs>

### **National Curriculum 2014**

"A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world...core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content."

### **Intent**

Our intent is that pupils build their knowledge and understanding of computer science in which they are introduced to a wide range of technology. This enables them to understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Thereby increasing their computational thought processes and problem-solving skills, preparing them for KS3 study and beyond.

To ensure that Remote Learning Platforms are established, so that should the need arise children can access education remotely on Online Learning platforms. Our platforms are Tapestry (EYFS), Purple Mash (KS1) and Google classroom (KS2).

Computing has deep links with other subject areas. Mathematics, science and design and technology. It is a subject that is ever evolving. By enabling pupils to develop skills of enquiry, resilience, trial and improvement through play-based exploration will not only develop computing skills, but also benefit other subject areas and for a future in study and work. This then allows each child to express themselves digitally and reach their true potential.

### **PE and Games**

Children will be given opportunities to explore, develop and control body movement in six main areas of physical education: gymnastics, games, dance and drama, swimming, outdoor and adventurous activities and athletics. Both indoors and outdoors, we have well-equipped space for PE. All areas of PE are covered in a two-year cycle of lessons. All children take part in competitive sport within their class and across the school at inter-house events. Children are also encouraged to compete with other schools at local cluster events. Our extensive school grounds mean we can offer exceptional experiences of outdoor activities including orienteering and forest schools. In addition, Year Five pupils have the opportunity to take part in a range of outdoor activities during a residential visit

### **Swimming**



At Key Stage 2 all pupils have an entitlement to swimming as part of the National Curriculum requirements for Physical Education. To this end children in Years 3, 4, 5 and 6 go swimming at Ingleton Outdoor Pool each summer term. Year 2 pupils also go swimming as an additional PE activity and this is funded through the Sports Premium at present.

## **Music**

We use Charanga's Music School Programme to teach music. All children receive the required National Curriculum teaching of music that includes both making and appreciating music. Classes have regular singing and music making sessions. There are also opportunities for children to learn to play accordion, cello, violin, keyboard, brass, woodwind and guitar. All children in key stage two learn to play the ukulele with their class as part of the Wider Opportunities music programme.

## **Religious Education and World Views**

Religious Education and World Views explores big questions about life, in order to find out what people believe and what difference this makes to how they live, so that pupils can make sense of religion and world views, reflecting on their own ideas and ways of living. RE gives children opportunities to think for themselves.

Our teaching of RE follows the North Yorkshire Agreed Syllabus for Religious Education 2019 -2024. This agreed syllabus requires that all pupils learn from Christianity in each key stage. In addition pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism. Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study.

Parents are entitled to withdraw their child from assemblies and religious education provided by the school. Alternative arrangements can be made if requested.

## **PSHE**

At Ingleton Primary School, we see PSHE as a vital part of children's learning, helping them stay healthy and safe whilst learning the skills and knowledge for life and work in modern Britain. As well as infusing elements throughout the curriculum, our discrete teaching of the subject is tailored to the specific needs and issues relevant to the children in our community. We use the Coram Life Education SCARF programme to support our curriculum.

## **IPS EYFS – Y6 PSHE Progression of Skills and Knowledge**



## Relationships and Sex Education

Relationships and Sex Education is provided for all children in a manner appropriate to their age and development as part of a wider teaching programme which emphasises the importance of family life and personal development. Parents will be given prior notice of any topic of work which involves sex education and will be given the opportunity to discuss the teaching materials with the teachers concerned. Parents have the right to withdraw their child from sex education lessons.

## Modern Foreign Languages

Children are taught French from years 3 to 6. Teachers follow the North Yorkshire scheme which covers the National curriculum objectives. We develop children's, listening, speaking, reading and writing skills in French. The children learn about French culture and ways of life. We develop children's love of the French language through games, songs and practical activities.

## Impact

### Aim and Objectives of the curriculum

The overall **aim** of Ingleton Primary School is to **ensure pupils' progression in knowledge** by having identified:

- A subject leader with responsibility for ensuring high quality teaching, learning and achievement across the school in their designated area
- A comprehensive written subject policy document
- A subject action plan that links into whole school development
- An annual curriculum review
- Progression documents that clearly state what a child will learn in each subject at each stage of their education
- Evidence of pupil assessment

Overall curriculum **objectives** are that all children will:

- Enjoy learning
- Feel successful in their learning and promote high self esteem
- Become creative, independent learners
- Be given significant time to learn new skills and have time to practise those skills
- Have the flexibility to decide how best to learn in different situations
- Have the flexibility to decide what they are going to learn and how
- Be given the opportunity to decide upon the final outcome of their learning
- Be able to set own targets for learning

- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their potential
- Be able to evaluate and assess their own learning
- Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Understand Britain's cultural heritage
- Respect our world
- Explore their spiritual, moral, cultural, mental and physical development.
- Learn and practise the basic skills of English, Mathematics and Computing
- Make learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning

### **Leadership and management of the curriculum**

The Head Teacher has overall responsibility for the leadership and management of the curriculum in conjunction with the Co-Deputy Head Teachers. Ensuring appropriate breadth and depth of the curriculum across all subjects in both mixed age and mixed key stage classes, remains both a challenge and a priority.

Subject Leaders undertake an annual evaluation of their subject area including an evaluation of progress and achievement data. They are responsible for reviewing their subject relevance annually. Subject planning and work scrutiny takes place as part of the overall school monitoring process. Subject leaders have the opportunity for peer evaluation through regular staff meetings focused on the curriculum. Regular learning walks and discussions with pupils take place to ensure the quality of teaching is monitored and improved. Teachers are also encouraged to observe colleagues in other schools.

### **Inclusion and Intervention**

Successful inclusion relies on a good understanding of, and complete respect for, the needs of the individual. All staff respond to pupils' needs and seek to overcome potential barriers to learning. This is supported by:

- The SENCO
- IPMs and support plans
- Intervention programmes
- Support from other professionals e.g. SEND Hub, Occupational Therapist, SALT

## **Safeguarding Children**

All elements of the school curriculum are underpinned by the need to enable pupils to feel safe and adopt safe practices. The Designated Safeguarding Lead (DSL) supports staff in delivering safeguarding issues within the curriculum, including how to keep safe, online safety, anti-bullying and a range of awareness raising topics.

*Reviewed January 2024*