



Three Legged Cross First & Nursery School Curriculum Policy Statement

The Three Legged Cross Curriculum Policy reflects the National Curriculum, the Foundation Stage and the Dorset RE Agreed Syllabus.

For pupils from Year 1 we follow the National Curriculum 2014.

For pupils in the nursery and reception class, we follow a curriculum based upon the Early Years Foundation Stage. Once children have met the outcomes detailed within the document, teachers plan for their progression within the National Curriculum. Details of the National Curriculum are found on the Policies and Procedures section of our school website. More detailed information is also given about English and maths. For maths, we use a programme of teaching and learning based on the Singapore approach to maths called; 'Inspire Maths'. More details about Inspire Maths can be found on our school website. Our school follows Principles and Practice of High Quality Phonics'. This is followed throughout the school, based on each individual need and occurs during our timetabled 'English Skills' sessions. As a child becomes proficient in phonics, they will move on to detailed grammar, punctuation and spelling learning during the English Skills sessions. Our school uses Oxford Reading Tree as our core reading scheme, although this is supplemented with a variety of high quality reading scheme materials.

Health Education

The Governing Body has decided that, due to the considerable variations of maturity in a First School, there should be no formal sex education. However, all aspects relating to the subject are handled with care and sensitivity in a natural and informal manner. Teachers aim to answer questions, as raised, honestly and at a level appropriate to the maturity of the child who raises the question.

Drugs education is part of the PSHE programme.

PSHE is taught discretely and is addressed through relevant topics in other subjects, especially RE and science, e.g. healthy eating, road safety, right and wrong.

Assessment

Assessment is part of the framework in which educational objectives are set and each child's progress is monitored and described. It gives information that helps to plan the next education steps in response to a child's needs. In addition, assessment facilitates discussion between teachers and thereby enhances professional skills and the strengthening of learning across the curriculum.

Pupils' progress through the programmes of study and attainment targets is assessed by teachers throughout each year and reported to parents in an annual written report during the summer term of each school year. At the end of National Curriculum Year 1, the children undertake a statutory phonics test. At the end of Key Stage 1 children have their performance formally monitored through teacher assessment and statutory tasks and levels of attainment are subsequently recorded and reported. Some of these procedures are subject to moderation to ensure standardisation, and this is undertaken by the Local Authority*. Pupils in Years 3 and 4 also undertake the optional tests to allow teachers to further monitor progress and

the school to monitor progress against national standards.

Curriculum Monitoring and Evaluation

Evaluation is essential for the planning and development of the curriculum. The development of our school's curriculum is supported by review at different levels:

- By the teaching staff - through the school development plan; in the course of curriculum meetings; by teachers' self-evaluation leading to the re-appraisal of existing approaches; by reviewing the school's curriculum planning and documentation.
- By the Headteacher as part of the School Self Review Cycle and Performance Management.
- By the Governors – through monitoring pupil's learning and learning attitudes across the school.
- By the Local Authority* - through school-based curriculum development within the national and county framework;
- By the Office for Standards in Education - through the publication of information relating to the school curriculum and assessment at national level; through the national programme of school inspection.

The Aims of the School's Curriculum Policy

1. To provide a broad curriculum that introduces each child to a wide range of concepts, experiences, knowledge and skills and promotes spiritual, moral, social, cultural, intellectual and physical development.
2. To provide a balanced curriculum so that each area is allowed sufficient time for its contribution to be effective.
3. To provide a relevant curriculum preparing pupils for the opportunities, responsibilities and experiences of everyday life.
4. To differentiate the curriculum so that what is taught and how it is taught is matched to and develops pupils' abilities and aptitudes.
5. To facilitate continuity of progression with other schools and with the next phase of education.
6. To use teaching styles which offer and encourage a variety of relevant learning opportunities.
7. To foster effective partnership between the child, parent, school and community.
8. To deliver a curriculum that encourages respect for the environment.
9. To ensure that each child receives his or her full entitlement to the curriculum, regardless of gender, ethnicity or special educational need.

Find out more about the curriculum at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4>

It is the responsibility of the Headteacher to ensure that the curriculum policy is in place and that the Governing Body is kept informed about improvements and changes.

The Headteacher will monitor the attainment of all pupils with regard to year group, gender, ethnicity and SEN and report to the governors on an annual basis.

* Local Authority – a Local Authority designated by the Heath Academy Trust.

*We have reviewed this policy in line with the single equality eight strands:
race/ethnicity; gender; religion/faith/belief; sexual orientation; transgender; age; and
rural isolation/ exclusion/deprivation.
2014*