

Curriculum Programmes of Study: Early Years Foundation Stage, Key Stages 1 & 2

**National Curriculum of England
September 2019**

Implementation Date October 2021

Review period I Annual

Date last reviewed January 2022

Responsible person Mr Brad Sailes

Introduction

In order to deliver curricular excellence at Banana Island School, we believe that our curriculum should be broad and balanced and creatively offer opportunities which enable all our pupils to achieve, irrespective of social background, culture, race, gender or academic ability.

We ensure that our curriculum meets statutory requirements, whilst being tailored to the specific interests and needs of the children of Banana Island School.

- The Early Years Foundation Stage Curriculum (Foundation Stage 1 and Foundation Stage 2).
- The National Curriculum (Years 1 to 6).
- Religious Education
- Power of Reading
- PSHE
- RWI

In addition to the formal planned requirements of the National Curriculum, the school ensures that the children experience a wide range of learning opportunities that challenge, stimulate and promote the development of thinking and enquiry which will develop the pupils as life-long learners. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others to achieve their true potential and who can also be resilient enough to cope with the challenges that they will have to face both in their learning journeys now and throughout their adult lives.

The Curriculum Policy aims to:

- Develop a sense of self - worth and self-respect in all pupils through the provision of a clear and consistent behaviour management strategy and a progressive PSHE programme of work.
- Promote high standards in speaking, listening, reading, writing and mathematics.
- Promote high standards of acquiring knowledge and implementing key skills in the Foundation Curriculum such as history, geography, the arts and physical education. We believe that this acquisition begins as early as in the Early Years.
- Develop pupils' confidence and promote creativity in their use of computing and modern day technology.
- Promote pupils' spiritual development, whilst teaching them to have an awareness of right from wrong.
- Develop pupils' physical development through awareness of the importance of a healthy lifestyle.

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- Support the development of thinking and the strategies of independent learning, enquiry, resilience and self-reflection.
- Engage children in a range of cultural activities which involves them in, drama, dance and creative expression.
- Enable children to be positive citizens in society.

Curriculum Organisation

Key stage 1 and 2:

The school delivers the English and Mathematics Curriculum as outlined by the DfE. As a result, all medium-term planning for year groups 1 to 6 is taken from this document and planned on an agreed school format.

The curriculum is planned to provide continuity and progression throughout the school and consists of:

Long Term Planning: A long-term plan for each year group indicates the ‘themes’ to be taught in each term, and to which year groups of pupils. The long-term plan is reviewed on a yearly basis and the learning outcomes are recorded.

Medium Term Planning: A thematic and cross curricular approach to planning units of work is taken. English/ Literacy, mathematics and the foundation subjects are planned as curriculum overlays. The planning outlines the detail of work to be covered with the progression of learning objectives. The plans highlight intended pupil outcomes.

Planning

Planning outlines focused teaching opportunities and continuous provision for inside and outside learning. Examination of plans ensures no omissions and full coverage of the curriculum across the school with no repetition of content without appropriate stretch of skills and knowledge, this ensures on maximum creativity and full use of the environment e.g. school grounds and encompassing “real life” challenges such as analysing receipts in maths.

- Daily whole class phonics are implemented through the Read, Write, Inc Programme in KS1 and in other year groups for children who may need it through “Fresh Start”.
- Various maths resources are used including “White Rose” to ensure challenge.
- Power of Reading is used in every class to act as a stimulus for writing and reading through a class novel in English.
- The Foundation subjects are also covered following the curriculum and other resources such as “Terrific Scientific” in science.
- PE is taught and CPD delivered to staff through the national curriculum and other expert advisors
- Music is covered through the scheme, ‘Charanga’ as well as having music experts deliver group,

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whole class and one on one music tuition in line with the national curriculum

- MFL is taught in every class using expert French specialists, preparation for the exam 'DELFF' is also planned for.
- The arts are delivered in school and when appropriate supported by art and drama workshops. Outside agencies contributed to a vast range of skills and techniques being taught.
- RE is covered using various resources to ensure all faiths receive equal time and depth of knowledge.
- We offer a vast array of after school clubs, such as wrap around care, swimming, languages, football, dance, fencing, chess etc. All of this "out of hours" provision encourages the children to learn skills for life and also further deliver a richer diet of curriculum experience for the children across the school.

With every History or Geography topic taught we try to have a "hook" at the beginning to enthuse the children such as a "dress up in the era" day for Local history or a river study for field work for Rivers in Geography. We use the rich resources that our local area has to offer, such as local Museums and famous landmarks. In addition, we facilitate trips to further provide experiences.

Roles and Responsibilities

The Headteacher has overall responsibility for the leadership of the Statutory Curriculum and the monitoring of its provision. Senior and Middle Leaders have the responsibility of leading maths and English and the foundation subjects. Middle leaders attend relevant meetings to present a report on their subject regarding monitoring of planning and delivery, this is done at least 3 times per year. This can involve reporting of scrutiny of plans, book looks or observing teaching and the environment to ensure standards are maintained right across the curriculum not just in Maths and English.

Class teachers have responsibility for the tracking, analysis of data and the identification of underachieving and overachieving groups of pupils within the school. They are expected to ensure that the curriculum is well planned and delivered and that highlighted learning objectives are achieved by all pupils at their own level. All teachers assess pupils learning and progress on a summative and formative level and are expected to differentiate teaching strategies in order to ensure that all pupils within their class access the appropriate curriculum.

Monitoring and Review

The Governing Body is responsible for monitoring the way the curriculum is implemented throughout the school. The effectiveness of the curriculum is monitored within Curriculum committee meetings. Revised curriculum policies and new initiatives are also discussed and ratified, where appropriate, within this committee.

Governors are responsible for certain named subjects. During their school visits they liaise with the subject



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leaders and monitor their relevant subject action plans, meeting the subject leader for discussion.

Review

At Banana Island School, we are aware of the need to review the school's Curriculum Policy on a regular basis to take account of new initiatives, revised Authority procedures and Government Legislation.