



# The Craylands School Curriculum Policy

## Curriculum intent statement

### Our vision

#### Happy together, safe together, learning together...

...where all members of the Craylearning community feel happy and safe to take risks in their learning, learn from their mistakes and develop the skills to prepare them for their future, as lifelong learners.

Our curriculum is designed to ensure that we promote our school values, helping children to recognise and value their individuality and grow in self-esteem and confidence, with the aim of becoming critical thinkers that are more independent. Through our 'Craylearning' approach, the curriculum teaches children to persevere and demonstrate resilience, taking risks in their learning and asking questions, working with others to develop the spoken language whilst using resources to succeed; all skills that prepare them for their future lives.

The curriculum promotes a positive attitude towards learning so that children enjoy coming to school and acquire a solid basis for lifelong learning through the teaching of core and foundation subjects. There is a focus on providing experiences and immersive activities related to their learning, making it enjoyable and purposeful for the children. A structured approach, ensuring progression of skills and a build-up of knowledge is taken, with plenty of opportunities to revisit previous learning. The curriculum encourages children to work together, to discuss what they are learning and develop the use of specific vocabulary.

Through our curriculum, we provide a safe and inclusive environment, promoting tolerance and sensitivity towards others and ensuring children respect themselves and the beliefs and opinions of others. Our curriculum encourages the development of our children as individuals, allowing them to take their rightful place in the community as local, national and global citizens. In lessons and through assemblies, SMSC and British Values permeates, teaching the values the children are encouraged to hold, their attitude towards learning, knowledge and society.

Our curriculum, goes beyond providing the formal requirements of the 2014 national curriculum, providing opportunities for children to take part in extra-curricular activities including a range of sports, inter and intra school competitions.

The curriculum provides opportunities to engage the school community by inviting parents into the school to learn with their children through a year round calendar of events, opportunities to learn at home through home learning projects, supporting families with school based and non-school based issues and bringing the Craylands community together to create positive attitudes towards learning.



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## **INTENT**

**To provide opportunities in all areas of the curriculum, through a progression of knowledge and skills with the aim to create happy, respectful children, who challenge themselves, take risks and develop their resilience for their future lives, with an understanding of the world we live in.**

### EYFS intent

To provide a happy and safe environment, where children can explore their own interests and develop all the skills necessary to be independent and resilient learners, reaching their full potential.

### Literacy intent

To deliver an immersive, engaging curriculum, which encourages children to have a love of reading, write creatively, use a wide range of vocabulary and articulate their thoughts clearly.

### Numeracy intent

For every child to develop a sound and secure understanding of mathematical concepts, equipping them with the skills of calculation, reasoning and problem solving that they need in life beyond school.

### Science intent

To develop children's scientific knowledge and understanding of the natures, processes and methods of science through different types of scientific enquiries.

### Computing intent

To develop children's computing experience, knowledge and skills, alongside digital literacy and IT to prepare them for their future lives.

### PE intent

To provide children with opportunities for competitive and non-competitive experiences, enabling them to achieve personal achievements and providing them with the appropriate skills and confidence to partake in a range of sports.

### History intent

To develop children's understanding and interest of local, national and world history, igniting their curiosity of what happened in the past and why, and developing their understanding of why the world is as it is today.

### Geography intent

To develop children's understanding and experience of geography, inspiring and igniting their curiosity about the local community as well as the wider world.



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## Art intent

To provide opportunities for children to experience a wide variety of artistic styles and techniques, whilst studying artists, designers and craftsmen of the past and present

## DT intent

To develop children's practical, technical and creative skills, preparing them to confidently perform everyday tasks in preparation for an increasingly technological world.

## Music intent

To provide the children with a rich cultural understanding of the history and development of different types of music, providing them with opportunities to explore and perform.

## RE intent

To engage, inspire, challenge and encourage the children to explore different religious beliefs, values and traditions, teaching respect of others to allow them to live as part of our multi-cultural society.

## PSHE intent

To develop children's personal, social and health education, to enable them to become healthy, independent and responsible members of society, now and in the future.

## MFL intent

To develop children's knowledge of the French language, providing them with opportunities to read, write and speak French, encouraging an interest in languages for life beyond primary school.

## **The implementation of the curriculum**

### **Core subjects**

#### **Literacy**

Our English lessons develop pupils' spoken language, reading, writing and vocabulary.

Literacy is taught in a cross-curricular way, linking up with other areas of the curriculum through the texts that are used.



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Phonics and Reading is taught using the programme Little Wandle in Reception and Year 1, which is a consistent, rigorous and dynamic literacy programme used to teach every child to read by the age of six. Using synthetic phonics, children quickly learn to blend letter sounds together following a fun and effective programme.

A timetabled guided reading session is in place every day across the school to develop all children's reading and comprehension skills. The sessions last for a minimum of 20 minutes per day. These sessions focus on asking higher order questions to develop the children's comprehension skills, reading fluency and vocabulary.

In Writing we follow Talk 4 writing scheme and base our writing skills on different genres using books as an exciting stimulus. We really focus on improving the children's written work by thinking about the use of various punctuation and vocabulary.

GPS is taught discretely as well as within lessons; in KS2 there is a daily session focussing either on spelling or grammar. Handwriting is taught in a discrete session at least once a week in KS2 and more regularly in KS1.

## **Numeracy**

Our teachers will ensure that mathematical skills are taught every day. They also use every relevant subject to develop pupils' mathematical fluency.

In Numeracy, we use the White Rose Maths Hub to support planning, modelling and our calculation policy. This develops the principles of mathematical fluency, reasoning and problem solving in an investigative way.

## **Science**

Science will be taught as a separate lesson but will be linked to our STAR work where appropriate. We will encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. Key scientific terminology will be introduced each lesson. Pupils will be able to carry out simple tests and experiments using equipment and to gather and record data.

Craylands School uses Developing Experts resource to teach the science curriculum.

## **Computing**

Computing is taught as a discrete lesson, with many opportunities provided for children to develop their ICT skills in other subjects.

The use of laptops, ipads and other hardware such as cameras and film cameras is as much part of our learning tools as pencils and pens. Subject specific software support teaching and learning across all years.



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We use the Purple Mash computing planning to teach computing across the school, ensuring coverage and progression of skills.

## **Foundation Subjects**

A whole school curriculum map outlines topics covered in each year group. All topics have either a historical, a geographical or scientific theme.

Our S.T.A.R. Curriculum (Skills That Are Real) is based around the key life skills that help learners to improve their learning and performance in education, work and life.

Our STAR curriculum focussed on the knowledge and skills of the national curriculum with each lesson focussing on a specific skill. The activities planned for cover the breadth of the national curriculum whilst developing the skills the children will need to use in their every day lives.

Themed units of work are planned, usually covering half a term and should incorporate “hands-on” learning experiences. These are called medium term plans and contain the detail of the work to be covered and the learning outcomes for each subject.

- Each STAR unit starts with a ST-AR-T week which focusses primarily on the arts, ensuring that art and design and music is given a high priority.
- Geography and history is taught through a range of learning tasks including writing.

## **P.E.**

At Craylands School, we have an extended PE session each week.

We use Get PE to teach the PE curriculum at The Craylands School.

Outside sports taught at Craylands include football, netball, basketball, tag rugby, tennis and cricket.

Each class in KS2 attends swimming lessons for one term throughout the year.

## **Modern Foreign Languages**

At Craylands School, we teach French as our MFL. We use Rising Stars; Eurostar French scheme of work which progresses across KS2. Lessons include opportunities for speaking and listening, reading and some writing.

## **RE**

The Craylands School uses Twinkl planning for RE; children are taught about life, important figures and beliefs in different religions including Christianity, Islam, Judaism and Hinduism.



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## **PSHE**

The Craylands School uses Kapow planning for the teaching of PSHE.

## **Enrichment**

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. We draw upon school trips, visitors and workshops, themed days and weeks to promote enrichment at Craylands.

## **Trips and Visits**

We plan a series of trips each year for each year group; these trips are directly linked to our S.T.A.R. work for example an exploration topic may result in a trip to the National Maritime Museum in Greenwich. We also plan more local trips such as to the Gurdwara in Gravesend and to local restaurants in Bluewater.

We run a residential for year 4 and year 6 annually; year 4 is an adventure residential at Grosvenor Hall and year 6 visit the Isle of Wight.

## **Extra-curricular activities**

A wide range of age appropriate clubs are offered after school for both key stages. Typically these could include sewing, art, board games, ICT, football, netball, dance and drama.

We promote music through our choir and School of Rock clubs; the choir sing at Bluewater every Christmas.

## **Breakfast Club**

The school has employed 'West Hill Life Ltd' to run breakfast club at the school between 7.30a.m. and 8.40a.m. every morning.

## **Equal Opportunities at Craylands School**

Craylands School is a local authority maintained school. We believe that every child should reach their full potential. Learning should be suitably challenging for all so that it constantly moves children forward in their learning journey. Teachers are expected to have high expectations of all children and a belief that all children can make good progress.

Where children have Special Educational Needs, individual education plans are produced which specifically address their needs. These are often based on the advice received from outside agencies who have conducted specific assessments on the child's area of difficulty. Often additional resources are deployed to ensure that children with special needs are supported in reaching their challenging targets and have the appropriate access to the curriculum; they are expected to progress at the same rate as other children.

Where children are higher attainers, it is every teacher's responsibility to ensure that their needs are met within each lesson. Often a child can be challenged through applying their understanding to different contexts. The



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curriculum does not put a cap on children's progress; they will be taught at their level of attainment.

## **Monitoring Roles and Responsibilities**

- The Headteacher has the responsibility for the overall leadership of the curriculum
- Class teachers are responsible for adapting medium term plans and for liaising with Subject leaders over the content and delivery of units of work. Managers evaluate and monitor standards in their subject and across the school.
- Class teachers ensure that the curriculum is taught. They plan collaboratively to ensure parity of provision across the year group.
- The Headteacher and the Leadership team ensure that the progress of each pupil is tracked and that there is appropriate challenge and support.
- The governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the Head teacher's report, strategic groups.

Policy presented to staff and governors: September 2022

Review date: September 2023