



Curriculum Statement/ Teaching and Learning Policy - School

This curriculum statement primarily concerns teaching in the school years, Reception to Year 6. A separate policy entitled Early Years Policy and Curriculum – EYFS details teaching practices and procedures within the EYFS. There is a degree of overlap for Reception Class.

We recognise that children learn more effectively when the educational experiences they receive in school are of a meaningful and practical nature and when many of the starting points for study are firmly based in first hand experiences.

We have adopted an integrated approach to the curriculum where skills learnt within one subject can be used and developed purposefully in the study of another, while ensuring the children are aware of individual subject specific knowledge and skills. We make use of the locality and the grounds; bringing artefacts and nature into the classroom and enhance our curriculum in a wide variety of ways for example enrichment weeks such as Shakespeare Week, Book Week, Parliament Week, STEM Week, numerous trips both day and residential, visiting performers and authors, lots of sport through the House system and competitive fixtures in a wide variety of sports. All children from Year 2 to 6 are entered for recognised Drama Exams and have 10 weeks of swimming lessons as part of their PE lessons.

Because children are unique individuals with their own specific educational needs, aptitudes and learning styles, we are 'child centred' in our approach. We are flexible enough to take into account the different avenues of interest and study that can be generated by the themes we study and actively seek to engage children in their learning at all stages.

A variety of teaching strategies are used, the determining factor being the objectives of the work being undertaken and the individual needs, skills, knowledge and understanding of the children. The grouping of the children is also determined similarly.

Equal Opportunities, Access and Personalised Learning.

We ensure every child has access to a broad, exciting, interesting and challenging curriculum which meets the highest standards; our curriculum pays due regard to best practice, incorporates the EYFS and is underpinned by the principals of the National Curriculum 2014. Whilst recognising independence we celebrate innovation and adapt to current developments and insights. Our curriculum and its delivery is subject to constant development, review and scrutiny to ensure we are offering the very best of opportunities for all in an ever changing world.

Our curriculum is taught through a range of positive experiences delivered to the highest standard using the best resources available to us. We recognise that children have differing starting points, backgrounds and abilities. We endeavour to meet the needs of all children to ensure they can have equal access to a curriculum which is meaningful and enables them to realise their full potential.

Within the curriculum of the school, account is to be taken of the core British Values of democracy, the rule of law, individual liberty, the mutual respect and tolerance of those with different faiths and beliefs and the multicultural nature of our society. Part of the educational philosophy of the school is to enable children to eventually take up productive roles in society. We therefore ensure that positive steps are taken to prepare children to be active citizens within an international, multi-cultural, multi-racial and multi-faith society into which they will grow.

Our curriculum in general reflects that:-

- No culture has status over another.
- People should be valued as individuals.
- Cultural Diversity is a thing to be valued.

We recognise that all children need a curriculum which builds on their individual needs, and is challenging. Differentiation is realised through – task, outcome, support by adult or resources, different groupings such as ability, mixed ability or pairs. This enables us to meet the needs of all children including those with significant additional needs, including EHC plans, to those identified as able, gifted and talented. See also SEN, EAL, Inclusion and Able, Gifted and Talented Policies.

Our Curriculum Aims to inspire, enthuse, stimulate and promote life-long learning:-

Through our curriculum we ensure children:-

- Develop a love of learning.
- Are able to express themselves through the spoken and written word.
- Learn the skill of speaking and listening with clarity and understanding.
- Become confident in writing in its various forms and as effective means of communication.
- Have a love of books and see them as an instrument of pleasure and enjoyment as well as a source of information.
- Can apply computational skills with speed and accuracy.
- Are able to use mathematics in everyday situations.
- Develop the ability to use mathematics in problem solving situations to mastery level.
- Can see everyday applications of science and technology and develop their ability to use ICT as a tool for further learning.
- Gain good knowledge and care for the local environment in all its aspects.
- Develop an understanding of themselves within the wider world in which they live.
- Are provided with opportunities to develop aesthetically through painting, drawing, model making, dance and movement, drama and role play.
- Are provided with opportunities to develop physically through PE, Games, movement and dance.
- Are provided with opportunities for independent, co-operative and group learning.
- Develop Emotional Literacy through engaging with our Personal Development Programme which includes PSHE/SMSC, Learning outside the Classroom and Forest School.
- Are provided with an environment which encourages us all to value the contribution of our partners in the learning process.

Curriculum Content – see Curriculum Breakdown (appendix A) for details

Our curriculum plan incorporates English, Mathematics, Science, Design Technology, Information and Communication Technology, History, Geography, Modern Foreign Language, Art and Design, Music, Physical Education and Forest School. Also included in the Curriculum is Religious Education, and Personal Social and Health Education (including citizenship, P4C and SRE education). **All subjects and areas of learning have specific policies and associated schemes of work and the following information is an overview only.**

English

Not only **literacy** – reading and writing, but also speaking and listening. Children learn to read and write a variety of different texts such as poems, stories, letters and non-fiction. In English, they work together as a class and also in ability groups and individuals. Communication skills are taught to all children so that they develop the confidence they need to speak, listen and read and write with fluency and understanding. Within our English studies, reading is given priority and there is a well established and extensive range of

books and reading materials of all kinds, the use of which plays a vital part in the work of the school. Children are encouraged to read daily at school and at home, to borrow books from the Library and become engaged with a range of texts for pleasure. A clear, legible style of handwriting is taught. Children write on a variety of topics and develop the ability to spell and punctuate. They are encouraged to discuss ideas and to communicate clearly with others in both speech and writing. A good deal of children's writing is linked to learning across the curriculum.

Mathematics

Not only ***numeracy and calculations*** but also shape, measurement, and data handling. In Maths lessons children work as a class, in ability groups and individually. Many lessons start with mental calculations and we teach the written ways to calculate when children have secured a good understanding of mental methods. A large part of mathematical work is practical and this helps children to understand mathematical concepts. Numeracy is regarded as the focus, along with work in measurement, shape and graphical representation.

Science

We teach children to work scientifically through topics covering Biology, Chemistry and Physics. Science is taught to enable children to begin to make sense of the world in which they live. The skills of planning, observing, investigating, recording, predicting and evaluating and making changes (working scientifically) are developed and where appropriate links are made to other areas of study.

Computing and Information and communication technology (ICT)

Children learn to use computers and other forms of electronic device such as tablets and digital cameras. We teach skills in Computing/ICT using the rising Stars Programme and it is used across the curriculum for a variety of purposes. Skills such as keyboard use, information retrieval, word processing, and presentation are all important aspects and ICT is both a tool for children in their learning and is used as a tool for teachers in their teaching, planning and assessment. The development of computing skills is taught in all classes.

Design and Technology (D&T)

In Design Technology children learn a range of practical skills and how to plan and make things for a purpose. Children develop the skills of designing, making and evaluating and making changes, and how to use tools appropriately and safely.

History

In History children learn how we know about the past and its impact on today. They learn about important people and periods in British and world history. Children are encouraged to understand the importance of History through carefully structured modules covering a wide range of knowledge and skills of enquiry.

Geography

In Geography children learn about their world. They study the physical features of the landscape, climate and maps and consider social aspects of Geography which affect people's lives and the way in which we live.

Modern Foreign Languages

Children study French from Reception and benefit from specialist teaching in the Junior School. They follow a programme of study which develops vocabulary, written and oral skills as well as an understanding of French culture and tradition.

Music

In Music, children not only listen to music but learn to perform by singing, playing and creating their own music. Children have opportunities to listen to and enjoy a range of music, to take part in group singing and to play a variety of instruments. All children enjoy specialist teaching in Music. All children in Junior School

also learn the keyboard and, through the input of peripatetic teachers, some children learn a musical instrument and take related external exams.

Art and Design

In Art and Design, children learn how to create pictures in a variety of different media, to develop their own ideas and put them into practice. Much of the work in Art and Design links to Combined Studies themes and environmental work. Children learn to look at things carefully and develop an awareness of colour, pattern and shape. They use materials of all kinds including paint, ink, dyes, fabrics, wood and clay. In visual and other arts we provide opportunity for children to collaborate with “real” artists and engage in visits to galleries and to see art in a natural environment.

Physical Education (PE)

In PE children learn the skills needed to play a variety of games and develop their overall health and fitness. Children from Year 2 to Year 6 are taught to swim. The school is well equipped with large apparatus and the Physical Education programme includes gymnastics, dance, swimming, outdoor activities and games, for which the necessary skills are developed. Children take part in inter-school games, fixtures and festivals.

Religious Education (RE)

In RE we follow the locally agreed Lancashire syllabus alongside the syllabus from Blackburn Diocese and we teach children the values of Christianity and link these to a range of other faiths and religions; helping children to develop an understanding of the beliefs and faiths of others.

PSHCE inc SRE Education, P4C and First Aid

This area of study is taught both discreetly and in a cross curricular way permeating all areas. All aspects of PSHE are covered and are delivered in line with the aims and ethos of the school. Our school council demonstrates to children how democracy works; we encourage healthy eating and a healthy lifestyle and warn children of dangers including ESafety. Through this area of study, we cover all aspects of health and sex and relationships education in consultation with families. Friendships, bullying, the importance of community, managing feelings, resolving conflict, rights and responsibilities, empathy for others and social skills are also covered.

Forest School Sessions

Our extensive grounds and beautiful environment enable us to operate Forest Sessions as part of our curriculum. Forest Sessions provide children with the opportunity to learn outside and are led by class teachers overseen by the LotC Coordinators.

The philosophy of Forest Schools is to encourage and inspire individuals of any age through positive outdoor experiences. By delivering this initiative, we aim to develop self awareness and regulation, motivation, empathy, good social communication skills, independence and a positive mental attitude, along with children’s self esteem and confidence.

Currently each child enjoys a quality forest session each week, where they spend time within one of our wooded areas. These sessions encompass a wide range of experiences including enjoying the environment, music, trails and treasure hunts, creativity and arts, building dens and shelters, using real tools, fire lighting and cooking (upper juniors only), healthy eating, games and physical activity.

Through these activities children learn how to handle risks, co-operate with others, use their initiative to solve problems, safely use full sized tools and appreciate the beauty of the natural environment.

Organisation and Delivery of Curriculum

Classes are organised in single year groups for the most part. Class teachers are supported by specialists who deliver aspects of the curriculum in Modern Foreign Language, Music, RE, Forest Sessions and some aspects of PE and Games.

Monitoring, Evaluation and Review

The policy is promoted and implemented throughout the school and made available to all Parents/Guardians. It is reviewed regularly to ensure our curriculum meets the needs of our children and reflects our aims.

Appendix A – Curriculum/Subject Breakdown.

The children at Ashbridge have a 39 week school year with 25 hours of ‘official’ lesson time each week not including Registration and Assemblies, break time or lunch time. This is 975 hours of lessons per year. This gives us the opportunity to enrich our curriculum, organise lots of trips (39 last year), run a range of House Events (at least 8 per year), plays, concerts, fundraising events, have educational visitors into school etc without losing time on the core subjects.

Subjects are broken down as follows – Per week (approximately) over the year – some topics are taught in blocks covering several hours in a week as appropriate.

English – min of 5 hours (more in Infants) although all lessons are considered English lessons as they usually include elements of speaking/listening, reading and writing. Work in all subjects is marked for English.

Library – 30 mins per week.

Maths – min of 5 hours per week plus mental maths/times tables. Maths has a strong link with Science too.

Science – 1 or 2 hours per week depending on the age of children.

History/Geog – 1 or 2 hours per week often blocked depending on the topic being covered.

PE/Games – 2 hours per week.

ICT – 1 hour per week.

RE – 45mins per week plus assemblies.

French – 45 mins.

Keyboards – 40 mins (Juniors only).

Music (including choir) 1 ¼ hours per week.

Art/DT – 1 hour per week.

Gardening – 45 mins per week.

Forest – 1 hour per week.

PSHE/SMSC – up to 1 hour per week plus assemblies

At Ashbridge we broadly follow the new National Curriculum which was published in 2014. To support planning, we use a variety of published schemes of work such as White Rose in Maths and the Hamilton Trust in English and Science as a base as well as the National Curriculum. We also use the Lancashire Schemes of Work for PE and RE. However we adapt the lesson plans to make sure we are happy with the content and coverage. All teachers differentiate the work for the differing abilities of the children. Teachers are identifying and planning in ‘High Challenge Activities’ for all abilities.

The curriculum in its current form is broad, balanced and provides challenge for all children. The range of subjects is wide and the children benefit from lots of time outdoors being physically active and learning about the natural world. Teachers also make cross curricular links where possible as this supports understanding.

We hold curriculum enhancement days and weeks for example World Book Day, World Peace Day, European Day of Languages, Shakespeare Week, STEM Week, International Education Week and this year Parliament Week.

The actual themes and content of the curriculum across the subjects are shared with parents at the beginning of each term.

This is all supported by a very strong extra or co-curricular programme which further enhances the children’s educational experience. The clubs cover Sports, Music, Dance, Art and Craft, Outdoor activities and we have a thriving and profitable Business Club.

Then there are the so called soft skills – manners, kindness, empathy, philanthropy which we learn about through PSHE/assemblies, fundraising and our Value of the Month.

High standards of behaviour are modelled and taught throughout the school and the 3 As of Ashbridge are strong core values which the children adhere to. The children are busy so we also try to instil good organisational and time management skills and a little time to relax and reflect. Wellbeing and happiness are valued as well as individuality and character.