

Federation Curriculum Planning Rationale
2016 onwards



We are developing a curriculum that is unique to our children in Shevington and Appley Bridge and that will inspire both staff and children to achieve the best learning they are capable of and develop a love and passion for achieving excellence in all that they do.

‘Staff of a school that is allowed to be inspirational will provide inspirational thinkers and therefore allow deep thinking to take place.’
(Will Ryan – Inspirational Teachers Inspirational Learners 2011).

This leads to engagement of pupils and so progress will incur. It is our belief that the curriculum is the daily diet of our children and staff and therefore is what drives our school. Our drive is to have a curriculum that is creative and based on first hand experiences- this is often confused with integrated. A truly creative curriculum allows children to experiment, hit problems and then to solve them and to take risks working in partnership with others.

These are the skills that will be needed for a future that is rapidly changing- our expectations on staff are high to deliver such a curriculum- in the last 2 OFSTED inspections our curriculum was deemed outstanding. Our federation is proud of this.

Here is the thinking of our staff.

English:

- The staff use the National Curriculum and the Early Years Foundation Stage Curriculum to ensure progression and continuity of skills and coverage of text types for each year group. To focus the learning we have developed our own skill schemes for reading and writing to ensure coverage which links very closely with our assessment scheme ‘Learning Ladders’

Maths:

- The staff plan according to the National Curriculum and the Early Years Foundation Stage Curriculum to ensure the same coverage as in English. The Lancashire Scheme of work is used to focus planning which again links directly to our assessment scheme ‘Learning Ladders’.

All schemes of work for Reading, Writing and Maths are to be found in each year group's skill file which is used by staff to plan.

All other subjects

Over the years it has been seen clearly that if learning is seen to be purposeful and relevant children achieve well. So we strive using the following criteria to do just that.

- All other subjects are being integrated into termly topics. Each class will have one topic each term. Across the year in Key Stage 2 it is likely at present that there will be a focus of a History based theme, followed by a Geography based theme and then a Science based theme. In the Early Years up to Y2, the themes may be based around Personal and Social Skills, learning about themselves, partner work and then the people and the world around them.
- One theme per term allows children to learn in depth and follow their own lines of enquiry as necessary. Special events are celebrated as a school such as Shakespeare Week or World War 1 taking into account international, national or local events. This brings us together as a school and and /or federation community at least once per year.
- Each term the class will have as part of their learning a role play area in the classroom where activities are planned. Although it is difficult we are working hard not to use these areas as ...'when you have finished....'**the purpose of these areas is to bring the outside world into the classroom** and allow the children to explore roles that are new to them.
- The theme will begin with as near as possible a visit linked to the learning. **This again makes links for the children that their classroom based lessons are linked to the outside world.** The skills they are developing will be of use when they leave the classroom.
- We have not purchased a ready-made curriculum however have considered our children and their lives in our locality. Over time in all of the subject areas, staff have produced yearly progressive schemes of work for **each** year group. The main question being for example...' What does a Y3 child need to be able to do?'
- These schemes of work allow staff to channel the skills the children need in all subjects/areas of learning into a theme, confident that they are building on prior experiences.
- Staff will have a copy of each year group's skills to plan for children who have already secured the skills planned for that class and so can look to the next step.
- Children have a say in the planning of a theme at the beginning using a range of different methods according to their age and they evaluate their learning at the end. If children have had a say it has ownership and becomes personal and purposeful. It is our ultimate aim to be able to call the themes 'Lines of Enquiry' which ensures learning is child centred.
- Planning a curriculum is one of the high level professional skills that a teacher has to undertake and needs that recognition.

- First hand experiences and hands on learning are at the heart of what we create for our pupils using a mix of their wishes with the skill of incorporating the statutory requirements of the National curriculum.
- Staff produce a long term plan annually and medium term plans termly to guide the learning through the year- these are shared and discussed with the children- these plans link all the area of the National Curriculum into an integrated topic.
- These plans are then shared at our termly Curriculum Sharing Evening staff meeting to allow other staff to make suggestions to add to the memorable learning experiences planned for the children.
- Children have a say as to what they like to learn about and therefore are partners in the development of the curriculum. The staff know the statutory requirements and it is their professional responsibility to develop a plan that links the pupils' views with the skills that are required by law.
- The curriculum often ends with a celebration of learning that draws together the learning and this is often shared with parents/carers. Examples have been an Ancient Greek/ Roman Museums opened – a restaurant evening was held- chickens and goats were purchased for a village in India after a curry takeaway was set up- a science fair was organised for a whole school by a class. All these involved our families.
- At the end of each term the children take part in 'Top Copy Sharing' – this allows all the children to become readers of each other's' work . As the term passes children produce published pieces of work that will eventually evolve into a 'Top Copy' Topic book.- these are quality pieces of work having been edited. Time is then given for the classes to visit each of the other classes to view and appreciate their work hence giving purpose to all pieces of work as the children know their work will be read by a variety of audiences. Children leave peer messages as they pass into each class on the books they evaluate.- these books are then showcased in classes to set the standards to be strived for.
- A Top Copy Champions Committee - which is a pupil group- then award prizes for effort and quality which are celebrated at an assembly.
- Topics are rarely repeated each year allowing the curriculum to stay fresh- the skills remain the same however the contexts change which allows for flexibility.
- We believe that children should be curious and excited about what learning may take place.
- We are proud of our curriculum and have a criteria to follow to check that it is being successful.
- Staff across the Federation often plan together and make joint educational visits to be cost effective for our families
- Parents/Carers receive the medium term plans along with the termly homework plan – staff plan up to 15 different activities that will allow children to practise the skills being learned in class at home-the children choose which piece of work to

complete however know that all need to be completed by the end of term-all homework is celebrated and shared in class weekly.

- The medium term plans can be found on our website with a Parents/Carers guide to the National Curriculum.