



DERBY HIGH  
SCHOOL  
ESTABLISHED 1892

**PRIMARY SCHOOL**  
**CURRICULUM POLICY**

Owner	Head of Primary
Authorised by	Headteacher and Governors
Dated	September 2018
Review	September 2019

## Primary Curriculum Policy

### **Introduction**

At Derby High School the Primary department believes in the concept of lifelong learning. We maintain that learning should be a positive, rewarding and enjoyable experience. Through our teaching we aim to equip pupils with the skills, knowledge and understanding necessary to be able to make informed choices about their lives. We believe that appropriate teaching and learning experiences within the curriculum promote positive, responsible pupils who can cooperate with others while developing knowledge and skills to reach their full potential. The wide range of extra-curricular activities helps to enrich the experience of the pupils.

### **Aims and Objectives**

We aim to provide a varied and supportive learning environment with a high quality teaching and learning experience that allows each pupil to develop their skills and abilities to fulfil their potential. Through our teaching and Thinking for Learning programme, we provide a broad, balanced curriculum with access for all to mathematical, scientific, linguistic, technological, social, physical and creative areas.

We aim to achieve this by:

- Enabling pupils to become confident, resourceful, enquiring, creative and independent learners with a positive attitude to learning.
- Fostering pupils' self-esteem and helping them build positive relationships with other people.
- Developing pupils' self-respect and encouraging them to respect the ideas, attitudes, values and feelings for others.
- Showing respect for all cultures and, in doing so, to promote positive attitudes towards other people.
- Enabling pupils to understand their community and helping them feel valued as part of this community.
- Helping pupils grow into reliable, independent and positive citizens with regard for British Values.
- Enabling all pupils to learn and develop skills to the best of their ability.
- Helping pupils achieve their potential.
- Economic well being.
- Enabling the pupils to feel safe and secure.
- Having a comprehensive PSHEE programme including consideration for the wellbeing of the children

### **Effective learning**

We acknowledge that pupils learn in many different ways and we recognise the need to develop strategies that allow all pupils to learn in ways that best suit them. If a pupil requires academic support, we aim to meet individual needs by initially the class teacher assessing the needs, and providing resources and extra support for lessons and differentiated work. If a pupil requires further assistance, teachers will complete a Primary Initial Concern form and pass this onto the SENDCo, who will then follow procedures according to our Special Needs & Disabilities Policy. Institutions are recommended, in which parents can seek additional guidance from. We can provide individual support to children whose first language is not English, until the child can access the curriculum.

We aim to encompass the following areas of intelligence when planning teaching and learning styles:

- Linguistic
- Logical/mathematical
- Interpersonal/reflective
- Interpersonal/group working
- Kinaesthetic
- Musical
- Visual/spatial

We offer opportunities to learn in different ways including:

Visits of educational interest  
Creative activities  
Group work  
Paired work  
Independent work  
Whole class work  
Asking and answering questions  
Investigation and problem solving

Use of Computing skills  
Watching educational DVDs and clips  
Listening to recorded material  
Physical activities  
Drama, role play and oral presentations  
Designing and making things  
Research and finding out

We cover all the national curriculum subjects in KS1 and KS2 and the EYFS teach the seven areas of learning: Three prime areas: Personal, social and emotional development, Communication and Language and Physical development, and four specific areas: Literacy, Mathematics, Understanding the world and Expressive arts and design.

As a whole school we teach **thinking for learning** skills to develop independence and to increase individual awareness of learning and how each pupil can help themselves to be a better learner and have skills to support them for life and these are encouraged across all subjects and areas of learning. The skills we develop are managing impulsivity, taking a responsible risk, communication, empathy, collaboration, metacognition, persistence and creativity. These are taught age appropriately and develop as the children gain understanding and take more responsibility for their learning. From Y2-6 the pupils can be awarded stickers on a class chart for demonstrating particular positive traits or habits in lessons and these are displayed in the rooms.

### **Effective teaching**

When teaching, we focus on motivating pupils and building on their skills, knowledge and understanding. We use the school policies and schemes of work to guide our teaching. These set out our aims, objectives and values of the school and details of what is to be taught to each year group. We strive to ensure that all tasks set are appropriate to each pupil's level of ability and their age. We aim to meet the needs of SEND and gifted and talented pupils, through differentiated tasks (see Primary differentiation policy). We set appropriate individual targets to move pupils forward in their learning. NQTs are supported to complete their first year and we work within ISTip guidelines to ensure new teachers are fully mentored.

### **Organisation and Planning**

When planning, we give regard to individual needs, targets and recent assessments. We plan our lessons with clear learning intentions. The long-term plans indicate what topics are to be taught each term. For medium term planning, we use the Early Learning Goals and the National Curriculum, to create schemes of work. Our short-term plans are on a weekly basis covering information about the tasks, differentiation, resources and assessment. The class teacher, working closely with their year group partner records planning in their planning files. The specialist teachers plan their specialist subjects i.e. Music, P.E., Dance and French lessons.

### **Within the classroom**

Each teacher aims to establish good working relationships with their pupils and treat them with kindness and respect. We treat pupils fairly and give them equal opportunities to take part in class activities. We expect all pupils to comply with the school rules and praise them for their efforts. Thinking for Learning is reinforced on a regular basis. We insist on good behaviour and if pupils misbehave we follow the guidelines in our school behaviour policy. We ensure all tasks are safe for the pupils. When we take pupils out of school we complete a Risk Assessment and obtain permission from parents.

We organise classroom assistants to work with individuals and groups, involving them in planning and assessment. On occasions, we have Sixth Formers volunteering to assist in the classrooms. This is always under the supervision and direction of the class teacher. Parent helpers also assist with classroom activities and trips under direction of class teachers once a DBS has been cleared.

Our classrooms are attractive learning environments. Displays are changed to reflect the topics being studied and pupils' work is displayed in classrooms around the school. A range of teaching and learning resources is available to support all areas of the curriculum.

### **Transition**

When a transition takes place, (eg. EYFS to Y1, Y2-Y3, Y6-Y7) all relevant information regarding the child's progress and attainment records are sent to the next stage. This includes and additional support received extension opportunities or SEND concerns. If a child arrives new to our setting, we request information from the previous setting to assist transition.

### **Evaluations and review**

On-going evaluation is essential so that we can modify and improve our teaching in the future. Teachers are encouraged to reflect on their strengths and weaknesses and plan their own development needs accordingly as part of the school performance management system. Subject co-ordinators review schemes of work and follow national guidelines monitoring the subject within their department and ensuring appropriate teaching strategies are used. INSET needs are driven by this ongoing evaluation process and the co-ordinators liaise with their counterparts across key stages to ensure continuity and progression.

### **The role of parents**

We believe that parents have a fundamental role in helping pupils to learn. We do all we can to inform parents about what and how their children are learning by:

- Using the home/school diary for daily communication.
- Holding parents' evenings each term.
- Presenting each new parent with a parent handbook setting out curriculum aims for each year group.
- Sending regular newsletters and highlights.
- Explaining to parents how they can support their child with homework.
- Setting targets for the KS1, KS2 pupils which are discussed with the parents and pupils.
- Curriculum Evenings.
- Parent presentations at the beginning of the academic year.
- Communication with parents as required.

### **Monitoring and review**

This policy will be reviewed regularly by the Primary Leadership Team so that we can take account of new initiatives, changes in the curriculum or developments within the school.

**Overview of KS1 and KS2 Curriculum Allocation 2018-19**

**Lesson allocation approximately 35 minutes**

**Number of lessons is shown below:**

<b>Subject</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>English (prev called literacy)</b>	10	10	10	12	10	10
<b>Maths</b>	9	9	9	9	9	9
<b>Science</b>	2	2	3	2	2	3
<b>Computing</b>	2	2	2	2	3	3
<b>RE/PSHEE</b>	2	2	2	2	2	2

**PRIMARY CURRICULUM PLAN KS1 AND KS2**

<b>PE/Swim/Tennis</b>	4	4	5	5	4	4
<b>History/Geography</b>	3	3	3	3	4	3
<b>French</b>	1	1	1	1	1	1
<b>Art/DT</b>	3	3	2	2	3	3
<b>Music</b>	1	1	3	2	2	2
<b>Assemblies (20 mins)</b>	5	5	5	5	5	5

We aim to plan in a cross curricular way to promote excellence and enjoyment in learning, encompassing British Values and our school ethos.

### **KS1**

The curriculum at KS1 teaches mathematics and Literacy separately with many of the other areas taught through a cross-curricular approach.

For Y1 and 2 the breakdown is as follows:

Literacy            approx. 6 hours  
 Mathematics    5 hours  
 Science            1 hour approx  
 Computing        1 hour 10 mins  
 PE                   2.5 hours approx  
 RE/PSHEE        1 hour  
 History/Geography 1.5 hours  
 Art/DT            1.5 hours  
 French            35 mins  
 Music              40 mins

The total teaching hours for the week is approximately 21 hours.

### **KS2**

The week is divided into approximately 40 periods of 35 minutes each, although many lessons are longer than 1 session at a time. We follow the New National Curriculum.

For KS2 the breakdown is as follows:

Literacy                            10 periods  
 Mathematics                    9 periods  
 Science                            2-3 periods  
 Computing                        2 -3periods  
 RE/PSHEE                        2 periods  
 PE/Swim                          4 periods  
 History/Geography            3/4 periods  
 French                              1 period  
 Art/Design                        2-3 periods  
 Music/Choir                       2 periods

Total time approximately 23.5 hours a week.

## **Notes**

**Assemblies**      KS 1 and 2 8.40am – 9.00am Monday to Thursday and 3.00pm – 3.30pm Friday  
KS1 also have hymn practice 8.40am Friday

### **Primary Eco & School Council**

Have a meeting every week with Mr Horne for council and Miss Baker for Eco. All classes allocate time for children to feedback.

### **Primary RE/PSHE**

The scheme of work for these subjects is completed in these sessions and assembly time is used to promote British values, PSHE topics and the spiritual, moral, cultural, emotional and physical development of pupils at the school and in our society. Our strands covered are: Health and wellbeing, Relationships and Living in the wider world, prepares our pupils for the opportunities, responsibilities and experiences of later life.

### **KS2 Art/DT**

Design Technology can be blocked into a full day or 2 depending on the project to allow design/make/evaluate process to be completed. This is usually planned between year group partners. The seniors home economics room is arranged for certain projects and Y6 cookery lessons.

### **KS2 History/Geography**

These are taught as alternative topics, taking up termly or half termly units depending on the topic and cross curricular links are made. We aim to plan in a cross curricular way to promote excellence and enjoyment in learning, encompassing British Values and our school ethos.