

Learning Led Curriculum policy

Philosophy

At Shalfleet CE Primary school we believe we should inspire children to be life long learners acquiring the skills and attitudes they will need to be successful in the 21st Century.

The foundation subjects and science are taught largely through topics [although some areas are discrete - see appendix].

The topic based learning and teaching engages children in themes that are of interest to the particular year group and give hands on real life experiences.

The skills the children develop through these topics are those we believe to be of crucial importance.

- ❖ Working with others
- ❖ Improving own learning and performance
- ❖ Enquiry skills
- ❖ Problem solving and Creative thinking skills

Principles

- ❖ All children will have access to cross curricular topics that are real and relevant
- ❖ All children will understand the skills they are trying to develop and what they will look like
- ❖ All children will play an active part in their learning beginning to determine what the next steps are within topics

Procedures

- ❖ In Y1 -4 A 2 year topic plan is in place, this ensures National Curriculum programmes of study are covered within the rolling cycle
- ❖ Each topic has 2/3 main foci in terms of subject links [e.g. English, Art, Geography] this ensures children have access to a balanced curriculum yet have the opportunity for a more in-depth focus for a specified time span

- ❖ In Reception a one year programme is in place and focuses on developing children creative skills and knowledge and understanding of the world. Topics also link to other areas of the Early Years Foundation stage.
- ❖ Topics are planned in the mid term though a rationale, topic outline and key skill coverage. Additional details of discrete areas are given in the mid term plan.
- ❖ Time given to topic work within the week is equivalent to a minimum of 3 afternoons although by incorporating English genre from the Primary Framework, additional time is given to literacy components normally in the morning.

Assessment

As we as a staff in developing our provision to support the application of key skills we are mindful of tracking progress through the National curriculum levels for Foundation subjects. This is accomplished through tracking grids which highlight the progress made.

More significant for our 21st century citizens is the development of their skills. This is tracked through our progression grids and through children's self assessments from the tool kits created - the success criteria.

Homework

Within the topic children and parents are encouraged to be active participants. Homework is often in the form of a "task" where children are actively engaged in finding out, making and doing. Parental support for this "home learning" is encouraged.

The role of curriculum coordinators - The Learning Led team

Within the small school setting there is now a "Learning Led" team rather than individual coordinators. This team monitors the topics, coverage and resources. Where necessary more specialised advice is sought from the relevant steering groups within the authority or from specialist working groups within school

Principles for Foundation Subjects and Science within the context of learning through topics

Science

We aim to ensure that our learners appreciate the relevance of science in everyday life. All children will develop their enquiry skills and question why, and how. Through our topic work we will enable pupils to learn to

- ❖ Ask and answer scientific questions
- ❖ Plan and carry out science investigations
- ❖ Know and understand the life processes of living things
- ❖ Know and understand the physical processes of material, electricity, light, sound and natural forces
- ❖ Evaluate evidence and present their conclusions clearly and accurately

Design technology

We aim to engage all children in the process of designing, making and evaluating products fit for purpose or investigating refining and extending the use of existing products or systems.

Through topic work we will enable pupils to learn to

- ❖ to become aware of the changing and varied needs and wants of people and how products made impact upon our everyday life and environment
- ❖ to investigate and evaluate the uses and characteristics of existing familiar products and systems
- ❖ generate and share ideas and plans about how to make items that meet different needs and evaluate their own work
- ❖ Select and use a variety of materials, mechanisms and equipment with increasing understanding and accuracy.

Art

Through Art we aim that all learners will appreciate similarities and differences in forms of expression; they will develop awareness of the how we use art to express feelings, thoughts, emotions and ideas.

Through our topic work we will enable pupils to learn to

- ❖ explore, select and develop their use of visual and tactile qualities of different materials and creative processes
- ❖ express their own observations, ideas and feeling
- ❖ compare and comment upon the ideas, methods and approached used in their own and others work

- ❖ begin to adapt and improve their work to reflect its purpose and meaning
- ❖ appreciate individuality

Music

Through music all learners will have the opportunity to be actively involved in both the appreciation of music and in making music itself. Music is able to make a unique contribution to the development of aesthetic sensitivity, creative ability, self confidence and social skill. Through our topic work we will enable pupils to learn to

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Geography

In geography all learners will have the opportunity to realise that there are places beyond those which they know and that these places and the people that inhabit them are both similar and different from those they have experienced and that the similarities and differences are the result of natural and human activity. Children will also learn the possible effects of their actions on their surroundings and thus develop awareness of their own responsibility to their environment

Through our topic work we will enable pupils to learn to

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History

In History all learners will have the opportunity to find out about the past and begin to develop a sense of chronology. They will recognise that events of the past have affected how we live today both at a personal level and within a more global context. Through topics children will use a range of resources [visits, artefacts, people, and information technology] to find out information about the past and understand why things happened.

Through our topic work we will enable pupils to learn to

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ICT

In an increasingly technological world all learners will have the opportunity to use technology to their advantage in terms of both finding and presenting information and Communicating effectively. Alongside this will be ensuring that children are able to discriminate when and which forms of technology are best used and the potential dangers that can be

associated with the use of the internet and virtual relationships [see addition Internet Safety policy]

Through our topic work we will enable pupils to learn to

- ❖ pupils will use ICT equipment and software confidently and purposefully
- ❖ Pupils will appreciate the relevance of ICT to everyday life and see it's value to themselves and society

Appendices

Discrete Areas of teaching

- ❖ ICT - technical skills, the majority of technical skills are initially taught discretely to ensure confidence and a level of expertise which can then be applied through cross curricular topics
- ❖ Music - likewise technical skills are taught discretely to ensure these are developing, they are then applied though topics that have a musical focus **copy in the other bit policy!**
- ❖ Science DT and Art. Technical skills and vocabulary are often taught discretely as are the very import issues around health and safety use of tools and materials.

Signed

Learning led curriculum coordinator.....

Ratified by governors.....

Review date.....