



Southwood Infant School Curriculum Policy

At Southwood Infant School we recognise that learning is central to the curriculum. We have six key values which we promote through everything we do:

- We are honest
- We listen to people
- We work hard
- We are gentle
- We are kind and helpful
- We look after property

This policy is based on those key values and they will be evident in every classroom and within the school environment. This policy supplements, and must be read, in conjunction with the Learning and Teaching Policy. We aim to offer a range of learning experiences that challenge, stimulate and promote thinking and learning.

At Southwood Infant School we believe that our curriculum should be broad, balanced and relevant to the learning needs of all our children. The taught curriculum fulfils the current requirement of the new National Curriculum 2014.

The aims of the curriculum are to:

- Encourage and promote high standards in all areas of learning
- Build children's acquisition of knowledge, skills and qualities helping them to develop intellectually, emotionally, socially, physically, morally and spiritually so they become independent, responsible, useful, thinking and caring members of the community.
- Create and maintain an exciting and stimulating learning environment.
- Promote a positive attitude towards learning so that children enjoy coming to school and acquire a solid basis for lifelong learning
- Enable pupils' capacity to learn and work independently and collaboratively
- Ensure that each child's education has continuity and progression
- Provide an appropriate curricular balance
- Recognise the crucial role that parents play in their children's education and make every effort to encourage parental involvement
- Treat children in a respectful way.
- Teach children the essential basic skills of English, Mathematics, Science and Computing
- Help children understand Britain's cultural heritage
- Appreciate and value the contribution made by all ethnic groups in our multi-cultural society
- To enable children to be positive citizens
- To fulfil all requires of the National Curriculum and the locally agreed syllabus for Religious Education.

The organisation of the curriculum

The information below summarises the main changes in the core subjects:

Subject	What's new?
English	Stronger emphasis on vocabulary development, grammar, punctuation and spelling (for example, the use of commas and apostrophes will be taught in KS1) Handwriting is expected to be fluent, legible and speedy Spoken English has a greater emphasis, with children to be taught debating and presenting skills.
Maths	Five-year-olds will be expected to learn to count up to 100 (compared to 20 under the previous curriculum) and learn number bonds to 20 (previously up to 10) Simple fractions (1/4 and 1/2) will be taught from KS1 , and by the end of primary school, children should be able to convert decimal fractions to simple fractions (e.g. $0.375 = 3/8$)
Science	Strong focus on scientific knowledge and language , rather than understanding the nature and methods of science in abstract terms
Design & technology	Design and Technology has become more important in the new curriculum, setting children on the path to becoming the designers and engineers of the future More sophisticated use of design equipment such as electronics and robotics
Computing	Computing replaces Information and Communication Technology (ICT), with a greater focus on programming rather than on operating programs From age five, children will learn to write and test simple programs, and to organise, store and retrieve data From seven, they will be taught to understand computer networks, including the internet

At Southwood Infant School:

- The curriculum is taught through discrete subjects and linked themes whenever relevant
- A whole school curriculum map outlines topics covered in each year group. All topics have either a historical, a geographical or scientific theme.
- 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.
- Short term planning (weekly) is carried out in detail for English and maths using an agreed format.
- Computing plans build upon key skills and are incorporated into other lessons across the curriculum.
- The children are taught in mixed ability year groups for the majority of subjects though often flexibly grouped in core subjects.
- Setting may take place for phonics in all year groups.
- The RE schemes follows Vision and Insight- the Hampshire RE curriculum.

Equal Opportunities at Southwood Infants

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

Roles and Responsibilities

- The Deputy 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 Managers 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 and via presentations from different subject managers.

Policy presented to staff and governors: March 2016

Review date: March 2018