



# Curriculum Policy

This policy was approved and adopted  
by the Headteacher  
in March 2021

It will be reviewed in Autumn 2021



## **1. RATIONALE**

This policy provides the basis and principles for each of the individual learning policies within the school. It should be read in relation to the school vision, which outlines our core purpose, attitudes and values, and with the Learning Policy, which explains 'how' we implement the content of our work within the school.

## **2. PRINCIPLES**

At Crawley Ridge we believe that every child is entitled to a 'learning experience' that is rich, broad, varied, challenging and inspiring, which enables every individual to fulfil his or her potential to the highest possible standard.

The learning experience we offer will enable 'whole life' development and will provide quality literary, numerical, scientific, technological, aesthetic, spiritual, moral, social, cultural, physical, creative and emotional learning experiences.

**For further details please refer to the Learning Policy.**

The 'learning experience' at Crawley Ridge is provided by both what is offered and how it is offered as follows

- The 'formal curriculum' in the designated teaching sessions each day.
- Additional learning opportunities beyond the above (eg collective worship, Forest School, Lunchtime Library, play and lunch times, after school activities, events arranged outside school hours, school trips, school performances).
- The way the learning experience is offered and our interaction with each other in the process (eg the way we relate to each other, adult to adult, adult to child and child to child – values and attitudes that we hold and pursue).

## **3. PROCEDURES**

### **3.1 Planning**

In the Early Years Foundation Stage (EYFS) planning is based on seven areas of learning. The three Prime areas are: Personal, Social and Emotional Development, Communication and Language, Physical Development. The four Specific areas are: Literacy, Mathematics, Understanding the World and Expressive Arts and Design. We follow the 'Statutory Framework for the Early Years Foundation Stage' and 'Development Matters in the Early Years Foundation Stage'.

Year 1 children benefit from some aspects of the EYFS curriculum model as they move into Key Stage 1.

In Key Stage 1 we follow the National Curriculum in England 2014. The curriculum is divided into subject areas as follows: English, Maths, Science, Computing, History,



Geography, Art and Design, Design and Technology, Physical Education, Music, Religious Education and Personal, Social, Health and Economic Education which includes Relationships and Health Education.

- Each curriculum area has a scheme of work detailing our intent for that subject area, and progression showing development throughout the school. This whole-school planning can be seen under the Learning Section of our school website, and is overseen and monitored by Subject Leaders.
- Year group teachers use the progressions and Key Stage plans to create detailed medium-term plans. This planning includes objectives for each week and any cross-curricular links as appropriate.
- Short term planning is completed weekly, and provides an “aide-memoire” for class teachers, with learning objectives for each lesson. It may also include key teaching points/ questioning, activities and ideas for a plenary

Planning is continuously evaluated. Each year group produces a timetable which is given to the Head Teacher who monitors short term planning on a regular basis. Teachers may complete their detailed own lesson plans, as they feel necessary. When being observed teachers may choose to use a more detailed form to give a clear view of planned objectives and progression within the lesson.

### **3.2 Time Allocation**

#### **Early Years Foundation Stage**

In the Early Years Foundation Stage time is allocated to the seven areas of learning to ensure that the curriculum is covered and the needs of the children are met. Objectives for EYFS are taught and developed using the principles of Early Excellence. Many activities are pupil-led through continuous provision and there may also be adult-led group or individual session.

#### **Key Stage 1**

In order to ensure a balanced curriculum in Key Stage 1 a time allocation is given to guide year groups in their planning. The timings are worked out on a weekly basis but times may be blocked across the term / year to suit the particular learning experience:



	Year 1				Year 2			
Subject	hours	& mins	% of total curriculum time	hours per yr 36 weeks	Hours	& mins	% of total curriculum time	hours per yr 36 weeks
English	7	00	32.3	252	6	45	31.15	243
Maths	5	00	23.1	180	4	45	21.92	171
Science	1	30	6.9	54	1	30	6.92	54
Computing		50	3.8	30	1		4.62	36
RE		50	3.8	30		50	3.85	30
Art and DT	1	40	7.7	60	1	50	8.46	66
Geography		50	3.9	30		50	3.85	30
History		50	3.9	30		50	3.85	30
Music		45	3.5	33		50	3.85	30
PE	2	00	9.2	72	2	00	9.23	72
PSHE		25	1.9	15		30	2.31	15
			100%	780 hours	21	40	100%	780 hours
Total teaching time per week	21hrs	40 mins	21.66%				Two weeks allocated for special events - Christmas productions, outings, Harvest, Sports day, concerts	



### **3.3 Pupil groupings**

#### **Early Years Foundation Stage**

On intake pupils are grouped in two mixed ability classes. The following factors are taken into account:

- Information from pre-school setting
- Gender balance
- Age (autumn, spring, summer born)
- Any particular special needs
- Ethnicity

Although registered and based in classes, children also spend time working across the year group.

The EYFS leader and Headteacher are responsible for the initial class arrangements. Children's abilities are assessed in the early stages and teaching is matched to need. Groupings may be used to match learning to children's needs (eg Phonics)

#### **Key Stage 1**

Teaching and provision are closely matched to the needs of our learners. Needs are met in several ways such as grouping children, offering support where necessary eg pre-teaching sessions, or by extending and developing pupils' thinking and understanding through effective questioning.

Interventions are flexible, and progress is reviewed regularly by the class teacher, who will continually assess and track pupils' progress to ensure that every child is fulfilling his or her potential in all aspects of learning. Children work towards the expected end of year objectives.

### **3.4 Implementation**

In the EYFS Foundation Stage learning objectives and provision are based on the seven areas of the curriculum. A variety of child initiated, adult initiated and adult led activities takes place. Children will be provided with learning opportunities both inside and in the outdoor area.

In Key Stage 1 subjects are planned and structured discretely. However, teachers will make links between subjects where appropriate to support children's learning. For example, objectives from History, Art, DT and English may be explored through the theme of Castles.

Please refer to our Learning Policy which gives further details relating to this area.



### **3.5 Responsibilities:**

The Headteacher with Year Group leaders will have overall responsibility for curriculum design and implementation.

Every member of the teaching staff, except NQTs, will have the responsibility for leading and developing areas of the curriculum across the Key Stage with links into the Early Years Foundation Stage. The role of each Subject Leader includes monitoring and reporting on standards, reviewing the policy, writing and reviewing the scheme of work.

A cycle for policy review is in place.

Subject Leaders regularly monitor the standards in their own particular subject areas. Subject Reports for Governors are prepared and presented by subject leaders on a rolling programme. Any areas for development which are identified are fed back to other members of staff, and may also be included in the School Development Plan.

### **4. MONITORING, EVALUATION AND REVIEW**

The Headteacher has overall responsibility for monitoring the curriculum. Each Subject Leader has responsibility for their own subject area of the curriculum. Review and evaluation of individual subjects takes place during the year at staff meetings.

### **5. LINKS TO OTHER POLICIES**

Learning Policy  
All subject policies  
Assessment  
Marking and Feedback  
SEND Policy