



Curriculum Policy

Drafted By:	Anita Kumar
Date:	September 2017
Ratified by Governors:	Delegated to Head Teacher

Curriculum Policy

Whole School and EYFS

Policy Statement

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (Key Stage 1 and 2 ready and secondary ready), and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. We actively promote the Winsor Values (Respect, Determination, Responsibility, Enjoyment and Collaboration) and the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

This policy makes reference to The New National Curriculum 2014. It is linked to our Equality, Gifted and Talented, SEND, SMSC and British Values and Teaching and Learning Policies.

This policy is available to parents and prospective parents on the school's website and by request from the School Office.

Aims

- That all pupils are provided with learning experiences that lead to consistently good levels of pupil achievement.
- That all teachers and other professionals possess expert levels of knowledge in the subjects they teach.
- That all teachers and other professionals are "lifelong learners", committed to an ongoing development of their own knowledge and skills to optimise the pupils' learning experiences.
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school.
- That all pupils from the earliest opportunity, are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience.

Equal Opportunities and the Single Equality Scheme

We believe that all those who work at Winsor Primary School - children and adults - have the right to be treated fairly and with respect by everyone connected with the school. We aim for Winsor to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their **ability, age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation**.

The school aims to foster the social and personal skills of co-operation, sharing and mutual respect.

Reception Curriculum

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We have also included the learning of music and ICT skills in our curriculum.

English

Aims

At Winsor we aim to develop the following in all children:

- A true love for reading
- The ability to read with fluency and understanding
- The ability to communicate effectively due to a strong command of the written and spoken word
- An understanding of the difference between colloquial and formal speech and grammatical structures
- The ability to adapt language and style depending on different purposes and audiences
- The use of a wide-ranging and continuously developing vocabulary
- A strong understanding of grammar and punctuation
- Neat and legible handwriting
- The ability to write high-quality pieces based on the specific expectations for various genres

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. Where possible, English is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Vocabulary and grammar is developed systematically and children receive spelling lessons. Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and 'response in role' drama techniques are used in English lessons to aid the development of speaking and listening, reading and writing skills.

Reading

We use the RWI phonics programme to teach children how to read and decode by segmenting and blending sounds. The children will be heard reading individually and in groups daily at this stage. From Year 2 onwards, pupils have daily reading lessons that go beyond teaching children how to decode. These lessons teach pupils the skills connected to reading and are closely linked to the National Curriculum.

Children are expected to read for at least 10 minutes per day (ideally with an adult) and keep a record of this in their home-reading diaries. They also have access to Bug Club, an online reading programme.

Raising attainment in reading is a key focus for Winsor. The following is a list of what has already been implemented to help us achieve this goal: focused reading lessons, new home-reading diaries, reading champion rewards, small group tutoring, RWI catch-up sessions, additional reading clubs, outdoor reading area, parent-child reading sessions, reading support volunteers and a brand new library (currently in progress). We have already witnessed a substantial increase in the amount of time that children are spending reading and their level of engagement and enthusiasm.

Reading Assessment

Teacher assessment of reading is carried out throughout the year in various ways. Children still in RWI are assessed using the programme-specific running records and continuously moved through the various colour groups. Post RWI, children are given a formal reading test each term and are also assessed against provided reading targets (which are the focus of reading lessons).

Writing

Each year group follows a carefully planned curriculum that exposes pupils to a variety of genres through the use of high-quality texts. The writing opportunities are relevant and are carefully planned to inspire all children to produce their best work. There is an emphasis on the process of writing that involves gathering information, planning appropriately, editing and publishing.

Presentation is also important at Winsor. Children are taught using the Nelson Handwriting Scheme starting from Reception. Neat, legible work is encouraged at all times in all subject areas as a way to ensure that all work is done to the highest possible standard. All children have a separate exercise book for published work that allows them to produce final versions of planned, drafted and re-drafted work

Writing Assessment

Writing is assessed against the provided targets for each year group. Each student has a 'published writing book' containing a selection of their best pieces written throughout each year.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics

Our teachers will ensure that mathematical skills are taught every day. Our pupils understand the importance of mathematics. Pupils are taught to recall mathematical knowledge fluently, to apply the skills that they learn to problem solving and to reason mathematically. The activities cover a wide range of mathematical knowledge, many with an

emphasis on practical work. In Reception pupils work on number, place and value, learn how to do basic addition and subtraction, take measurements and recognise basic shapes and their properties. We build on skills and understanding in a step by step way and continue to develop place value, the four number operations and the understanding of fractional parts. There are extra activities throughout the year to promote mathematical skills and thinking including participation in *Enterprise Week*, where mathematical skills are applied to everyday life.

For more detailed information about the progression of skills taught in calculations, see the Calculation Policy.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Science

Science will be taught as part of a larger topic where appropriate but can also be taught discretely. We will encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them.

Aims

Children should

- Develop knowledge and understanding of important scientific ideas, processes and skills and aim to relate these to everyday experiences.
- Understand how to work scientifically.
- Understand the essential aspects of the knowledge, methods, processes and uses of science.
- Develop an inquisitive nature through the encouragement of questions in science.
- Use their experiences to develop understanding of key scientific ideas.
- Use models to represent things that they cannot directly experience.
- Acquire and refine practical skills necessary to investigate ideas and questions safely.
- Develop skills of sorting, classifying, planning, predicting, asking questions, making inferences, concluding and evaluating through investigative activities.
- Make informed decisions based on evidence and their own experiences, and be able to apply scientific knowledge and skills to new situations.
- Practise mathematical skills (counting, ordering numbers, measuring, drawing and interpreting graphs and charts) in real contexts.
- Think creatively about science and enjoy trying to make sense of phenomena.
- Develop language skills through talking about their work and presenting their ideas using writing of different kinds. E.g. concept maps, spider grams, etc.
- Use progressively technical scientific and mathematical vocabulary and draw diagrams and charts to communicate scientific ideas.
- Use a range of media including ICT to extract scientific information.

Health and Safety

In their planning of activities, teachers will anticipate likely safety issues. They will also explain the reasons for safety measures and discuss any implications with the children. Children should always be encouraged to consider safety for themselves, others, the environment and the resources they use, when undertaking scientific activities.

Every teacher needs to undertake a Health & Safety Risk Assessment for School Visits. A risk assessment for using the Pond Area and this is saved: T:\WINSOR 2016-17\Risk Assessments. A paper copy is also in the PPA Room.

For specific guidance about safety in science, teachers will refer to the ASE publication 'Be Safe' (4th edition) which is stored in the Science Area in the Staffroom, and updated accordingly.

Special Restrictions

- KS1 Pupils must not use expanded polystyrene, as there is a risk that they may poke it into their ears, etc. possibly requiring surgery to extract it;

- Thin plastic (polystyrene) cups from drinks machines should not be used to hold water, because of risk that they may be easily knocked over when pouring water or may soften or collapse;
- In Reception-Year 4 no glass containers used;
- Rechargeable batteries must not be used for circuit work by pupils, but can be used in equipment i.e. Roamer robots/Lego motors, etc;
- Iron Filings must be enclosed in clear plastic containers, sealed plastic bags or similar. Where iron filings are needed for other purposes, (e.g. separation of mixtures) pupils must be warned about the dangers of rubbing their eyes with their fingers and work must normally be confined to pupils at KS2;
- Scrupulous hygiene must be observed before and after cooking activities or handling animals, etc. Younger children must be supervised when washing hands to ensure they are washed properly.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

Art

Art has a very important place in our curriculum and is weaved into our half termly topics. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. They will be introduced to a wide variety of artists and their styles.

Aims

- Children will engage with a range of high quality materials and practices to develop their 2D and 3D knowledge of art.
- Children will have experienced a wide range of artists, genres and styles in order to develop their own "mark" when creating work.
- Children will expect to visit exhibits, meet with practising artists and outside agencies in order to aspire to an excellent standard of art and design.
- Teachers will provide fun, engaging lessons, where children are able to discover new skills and determine to learn more about the history of art and its current standing.
- All children and pupils will have a commitment to developing a visual language and appreciation of art.
- Children's work will be celebrated throughout school through display, exhibits and gallery presentations.

The development of pupils' skills is evidenced in sketchbooks which are monitored by the Creative Arts Leader.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Design Technology

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown.

National Curriculum Design Technology Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Specific guidance regarding safety in DT can be found on RM Staff.

ICT

Aims

- Pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Pupils can analyse problems in computational terms, and have repeated practical experience writing computer programs in order to solve such problems
- Pupils evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Pupils are responsible, competent, confident, creative users of information and communication technology
- Develop good Health and Safety attitudes and practice with an acute awareness of online safety issues
- To ensure ICT is used, when appropriate, to improve access to learning for pupils with a diverse range of individual needs, including those with SEN

The new curriculum for computing includes computer science, information technology and digital literacy, preparing children to participate in a rapidly changing world.

We do have discrete timetable time for the development of ICT skills but our approach is to integrate ICT into all lessons through the use of laptops, ipads and cameras. Subject specific software support teaching and learning across all years. The children develop their skills, starting in reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns.

Safe use of ICT

Our Designated Online Safety Leader ensures that they keep up to date with online safety issues and guidance through liaison with the Local Authority Online Safety Officer and through organisations such as The Child Exploitation and Online Protection (CEOP). All teachers are responsible for promoting safe behaviours in their classrooms and following school online safety procedures, (see the Online Safety Policy).

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Modern Foreign Language

Aims

- To develop our children's linguistic competence
- To extend our children's knowledge of how languages work
- To explore differences and similarities between other languages and English.
- To develop our children's speaking, listening, comprehension and writing skills through a variety of means

We teach French to our pupils from Year 3 to Year 5. Our approach is to make learning a new language fun! Young pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. Repetition and practice are essential in learning a new language so songs and games will be regularly used. We have a dedicated 30 minutes lesson on the timetable but we also integrate French into the everyday routine.

MFL Assessment

Children will be assessed in the Autumn, Spring and Summer terms in line with the assessment policy.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music

Music lessons are taught by our specialist Music Teacher. In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing. Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. In Years 5 and 6, pupils receive additional lessons through ECAM (Every Child A Musician) and learn how to play a specific instrument (choice of keyboard, guitar and flute). Year 3 pupils are taught how to play the flutophone and Year 4 pupils are taught how to play the ukulele.

Aims

- All children will develop a culture of school singing, performing and appraising.
- All children will develop a robust sense of music appreciation, listening and begin to make decisions about the instruments they would like to learn.

- All children will leave Winsor having learned general musicianship and be able to play at least one instrument.
- As a school we will develop a musical language, of understanding genres, history of music and appreciate musicians and their discipline.
- As a staff we will ensure that children develop a love for music and appreciate its ability to include children of all abilities.
- As a school we will provide opportunities for children to listen to music, attend concerts, interact with practising musicians and school assemblies.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study-5>

Physical Education (PE)

Aims

- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, co-ordination and fluency.
- To develop an increasing ability to select, link and apply skills, tactics and compositional ideas.
- To improve observation skills and the ability to make simple judgements on their own and others work, and to use their observations and judgement to improve performance.
- To develop an understanding of the effects of exercise on the body and an appreciation of the value of safe exercising.

Schemes of work

The plans provided by SCIS and the accompanying curriculum map are the basis on which the majority of PE lessons are planned and can be considered a Scheme of Work (SoW). However, teachers are encouraged to use their own ideas to tailor lessons to the needs of their class and can refer to other resources for example the Val Sabin SoW. Teaching and learning is differentiated to best match the needs of the class and the individuals within it. This process is completed by the teacher; specifically adapting and annotating the plans to the needs of their class. There are many ways that PE can incorporate cross curricular links, for example in topic themed dance, scientific enquiry during science lessons around the human body and links to numeracy and kinetic learning styles, e.g. learning compass points through 'NESW warm-ups'. Opportunities are used to draw physical educational experiences out of a range of activities in other subjects to enable children to apply and use PE in real life and academic contexts.

Resources

As well as two timetabled indoor hall slots, (45 min each), teachers are encouraged to take lessons outside using both the field and the playground or 5 a-side pitches if appropriate. Resources are stored in the PE cupboard in the junior hall. Resources should not be collected from the PE cupboards by unaccompanied children, but only by teachers, teaching assistants or by supervised children. Playground equipment should be kept separate from PE equipment.

Health and Safety

Safety should be paramount when planning PE activities. The following guidelines should be referred to by all teachers when planning their PE curriculum:

- Safety Practice in Swimming (LEA)
- Safe Practice in Physical Education (2012 BAALPE)
- Safety in Outdoor Education (LEA)

Safety aspects should be considered with the children prior to the task. Children should develop their own abilities to assess risks.

- First aid equipment should be available (Medical Room) and staff should know what to do and who to call for assistance in the event of an accident (designated first aider). Inhalers for children suffering from asthma must be readily accessible and brought to lessons.
- Regular checks should be made on all equipment. The subject leader should make frequent visual checks for wear and tear and security of major items, and all staff should be responsible for reporting to the subject leader when any items need

replacing or repairing. Any items constituted a danger should be taken out of use immediately.

- In order to minimise these risks all staff and children in PE lessons are required to take note of the following:
 1. All lessons are planned following a clear progression of developing skills and take into account the age, abilities and special needs of the class;
 2. Children should be made aware, understand and follow all safety requirements related to the use of specific equipment, appropriate clothing and the following of instructions when in a lesson.
 3. Children should be taught how to move and use apparatus safely under supervision of a teacher or responsible adult.
 4. All large items of PE equipment are inspected annually by an independent safety officer under a contractual agreement.
 5. Children should understand the safety risks involved in wearing inappropriate clothing, footwear or jewellery.
 6. Children should be made aware of safe practice when undertaking any PE activity (e.g. not running or jumping in front of others and stopping when asked)
 7. Teaching staff should ensure and expect high standards of behaviour, performance and participation in all lessons.
 8. Teaching staff should follow the school's behaviour plan at all times.
 9. Teaching staff should ensure equipment is safe and in a good condition and suitable to the needs and abilities of the children.
 10. Any faulty equipment should be reported to the Subject Leader who will then repair or replace the faulty equipment.
 11. Children should be made aware of the importance of dynamic stretching before physical activity and how to use the correct technique.
 12. Static stretching is not necessary for children.

Non-participation

- PE is a compulsory subject as outlined in the National Curriculum and requires all children to participate fully in Physical Education lessons.
- Children can only be excused from the physical aspects of PE if they bring a signed note from their parent/carer stating either physical illness or injury that prevents their participation. (If teachers doubt the validity of the note then they should contact the parent/carer and not insist that the child participates until this has been done).
- Children not participating actively in the PE lesson are to complete observation sheets for each section of the lesson or take part as an umpire.
- Spare PE kit is provided to each class. This is washed after use by any individual pupils. Children who forget their kit regularly, should have a letter sent home.

We ensure wider participation in the community by involvement in interschool sports and local authority based competitions.

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

PSHCE

As part of a whole school approach, PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.

PSHCE will be taught and supported through a range of methods including:

- P4C style lessons involving inquiry and debating key questions and big ideas
- Discrete SRE and Drug Education lessons
- PSHCE themes embedded into assemblies
- Cross curricular work in other subjects
- A classroom environment which encourages all children to explore and encourages a high level of interest
- Opportunities for development outside the classroom through responsibilities, extra-curricular activities and educational visits
- Individual and collaborative group work

Before a PSHCE lesson is taught, pupils understand clear ground rules and appropriate behaviour. Staff are also aware of what to do if a PSHE lesson leads to a child being identified as 'at risk' (see Safeguarding Policy). By building positive working relationships between children and staff, all members of our school family are valued as individuals. They learn to see the need for good manners, self-discipline and appropriate behaviour in whatever situation they find themselves in.

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or aptitude by providing all children with opportunities to participate. However, parent may choose to withdraw their child from non-statutory elements of SRE.

All our year groups have timetabled PSHCE time but we encourage a cross-curricular approach to the development of PSHCE skills and understanding.

National Curriculum PSHE programmes of Study:

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Religious Education

We follow the Newham Agreed Syllabus for Religious Education. Our teaching promotes the spiritual, moral, social, cultural and intellectual development of our pupils and of society by encouraging an exploration of aspects of religion and human experience which raise fundamental questions of belief and value. Through the RE Curriculum, children:

- Learn about and understand a range of religions and world views

- Express ideas and insights about the nature, significance and impact of religions and world views
- Gain and deploy the skills needed to engage seriously with religions and world views

Children at Winsor acquire and develop their knowledge and understanding of important key concepts through studying Christianity, Islam, Buddhism, Sikhism, Judaism and Hinduism, as well as non-religious world views.

Children take part in educational visits to a variety of places of worship and RE conferences.

Withdrawal from RE

It is recognised that parents have the right to withdraw their child from RE. A child or young person cannot be in for the teaching of their religion in RE and out for all of the others. If a parent chooses to withdraw their child from RE then arrangements need to be made for that child to be withdrawn during RE lessons by the class teacher in consultation with the Head Teacher.

Religious Education DfE Guidance

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

History and Geography

We use topics to deliver humanities subject skills and understanding. Our topic programme is carefully balanced and planned to be age appropriate across the years. Topic maps are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. Several of our topics have a history and geography emphasis so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality.

Geography

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Geography Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

History

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgment. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

History Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks.

Educational Visits

We aspire to organise at least one visit per term for each year group. The visits are directly linked to our topic and at least one of the visits will be a visit to a place of worship.

Currently, Year 6 pupils take part in a 5 day residential visit to Fairplay House / Barge.

Workshops and specialists

Each year group will take part in a variety of workshops throughout the academic year. These will link to their topic work or to a whole school theme.

Themed days and weeks

Several times throughout the year, Winsor will host themed weeks or days. This is when the whole school connects their learning to a common theme or set of objectives. In the Autumn term pupils take part in *Cultural Week*, where children learn about and celebrate our cultural diversity. Pupils take part in *Work Week* and *Enterprise Week* in the summer term. Pupils explore different aspects of the world of work, undertake visits and meet special visitors during *Work Week*. In *Enterprise Week*, pupils apply their knowledge to use a budget effectively to achieve an aim.

Themed days are also incorporated into curriculum. These may be designed to fit with national initiatives, e.g. *World Maths Day*, to match with events in the UK, e.g. a national election and also to highlight our curriculum subjects, e.g. *Art Day*.

Homework Philosophy

We believe that homework:

- Provides a home/school link and promotes liaison
- Increases parental knowledge and understanding of the curriculum
- Actively involves parents in the learning process
- Generates discussion at home amongst family members
- Encourages a positive attitude and approach to learning
- Encourages self-motivation and the development of organizational skills
- Fosters independent learning
- Develops research skills
- Encourages pupils to become more familiar with out of school resources, e.g. Local library
- Reinforces the teaching of the National Curriculum
- Encourages constructive use of spare time
- Improves pupil achievement
- Assists language development
- Does not have to be written
- Work sent home should be linked to focus work in school

Time Allocation

The original time allocations for subject areas given in the previous National Curriculum have been removed, and schools can organise the way they teach the foundation subjects much more flexibly.

Each half-termly topic has a lead subject, and this subject should have more time allocated to it over the relevant half-term where possible.

Timetables

The school has a timetable with non-negotiable allocations for various aspects of the curriculum, including English, Reading and Maths - please see the staff hand book for more details

- English and Maths will be the focus of the morning sessions.
- Some subjects will be taught discretely in weekly sessions e.g. PHSE, RE, etc.

Teachers are free to arrange their afternoon timetables to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive afternoons, to support pupils to keep focussed on concepts or to consolidate skills and to allow practical work to flow. Other areas might be dependent on hall/room bookings and happen at a regular time each week.