



## **Bidbury Infant School**

### **Curriculum and Planning Policy**

#### **Curriculum Intent**

*Achieve all you can and do your best*

*Believe in yourself and never give up*

*Care for and encourage others*

At Bidbury Infant School we aim to provide a curriculum which is broad, balanced and accessible to all and which also meets the statutory requirements of the National Curriculum, the Hampshire agreed Religious Education syllabus and Early Years Foundation Stage. We intend for our curriculum to be flexible so that it meets the changing needs of the children and the community's changing circumstances. We work in partnership with all school stakeholders.

Our aims and curriculum intend to:

- ensure the children feel cared for, happy, valued, enthusiastic and motivated to become curious and enquiring learners
- enable children to be active citizens who care for each other, who learn the skills for life, demonstrate British Values and make a positive contribution in a multicultural world
- promote healthy lifestyles and enable children to manage risk and keep safe
- promote high aspirations, a 'can do' attitude and a knowledge that anything is possible when you work hard and try your best
- develop their self-esteem, resilience and a love of learning alongside our Pom Pom Learning Powers of Listening Lion, Concentrating Cat, Have-a-go Horse, Practicing Parrot, Remembering Rhino, and Talking Tiger
- be inclusive and provide opportunities for everyone to feel successful, be independent and collaborate effectively with others
- ensure all children reach a minimum of age related expectations in all areas of learning regardless of their starting points

Our school has been organised to ensure there are sufficient personnel and resources to support all children's needs. Children's gaps and delays in learning are identified quickly through a range of strategies and interventions are delivered in a timely manner in order to accelerate progress.

We place a primary emphasis on the development of personal development, communication, vocabulary and reading skills as we believe these are the core skills for accessing learning as well as enabling the children to work effectively with others.

We believe in order for children to have a positive attitude to education and high aspirations they need to be motivated, enthusiastic and wholly engaged. To this end our curriculum is developed through a stimulating and well-resourced learning environment where teachers plan for active learning and use consistent teaching strategies. We have a skills based and project led curriculum in which children are invited to participate in the planning of projects and the activities they will undertake. We use expertise within and from outside our school to further enrich the curriculum to add interest and to increase motivation. The children are encouraged to be assessment capable learners by being given opportunities to evaluate and improve their own learning and performance using a range of different strategies.

Our curriculum skills and knowledge are sequenced and taught progressively across the curriculum within each subject area and within each year group. This information is outlined in our school progression documents.

### **Special Educational Needs (SEND)**

The school aims to identify at the earliest opportunity those children requiring additional support. The SENCo will assist and support class teachers in their recognition and assessment of children with SEN so that their needs can be planned for and actions implemented so the curriculum is accessible for all. We will involve outside agencies as appropriate. These children may be provided with individual programs (PSI's, CIP's, IBMP's) and parents will be involved and informed of their children's progress at regular intervals (see SEN Policy).

### **Gifted and Talented**

Those children who have been identified within this group will be supported through programs of work and experiences appropriate to their needs (see Able Child Policy). The ABCO will assist and support class teachers in their recognition and assessment of able children.

### **Other Vulnerable Groups**

Children who have gaps or delays in learning in particular subjects will be given support through differentiation and more intense intervention when required to ensure they are able to meet age related expectations before they leave the school as far as is possible.

### **Equal Opportunities**

The school will ensure equal access and opportunity to all regardless of age, background, gender, race, financial circumstances, ability, disability or religion (see Single Equality Policy and Single Equality Scheme).

### **Monitoring**

Planning will be monitored half termly and weekly by the Curriculum Leader to ensure coverage and appropriate progression for year groups, groups and individuals.

### Planning

*Copies of all long term and medium term plans can be found in Curriculum files in each year group.*

*Copies of short term plans can be found in Planning files in each year group.*

### Objectives

To set systems in place which will:

- enable teachers to provide for children's learning in a time effective way
- establish planning as a collaborative whole school activity with staff working in teams to achieve its goals
- ensure that planning is undertaken using agreed protocols, policies and curriculum objectives within year teams
- maintain the high quality of planning at each level
- inform all adults in a year team the focussed learning objectives to be undertaken (teachers, LSAs, voluntary adults, students)

### Long Term Planning

- Each key stage/phase has a progressive list of skills and knowledge for each subject
- There are curriculum maps covering all subjects. They identify the focus for each termly theme, ensuring coverage during the year and across the whole school.
- Long term planning demonstrates a cross curricular approach
- Long term planning makes clear when visitors or education visits are planned in order to enhance pupil's learning
- Long term planning demonstrates that the curriculum throughout the year is broad, balanced and relevant to the school's context and changing circumstances

### Medium Term Planning

#### *Literacy and Numeracy*

Medium term planning outlines the foci on which short term planning will be based. This includes:

- unit plans for focus purposes for writing/ genres
- half termly overviews for sentence structure for each literacy set within the year group
- half termly overviews for phonics for each ability group within the year group - linked to school stages as outlined in Phonics Handbook
- a list of next steps in reading for each ability group within the year group
- half termly overviews for numeracy

For Speaking and Listening differentiated unit plans are provided for each half term

*Foundation Subjects, ICT, RE, and Science*

- The foundation subjects Music, PSHE, RRR, PATHS and ICT, along with RE and Science are taught from a given unit of work focussed on discrete teaching of skills and knowledge, and a session by session outline is provided
- PE is taught from a list of skills for the year group
- All of the above curriculum areas are further consolidated during Project work when skills taught can be applied in a range of contexts. These foci are chosen by year groups considering:
  - needs and interests of the children at that time
  - assessment/reflection of previous learning and needs
  - progression and coverage of skills and skill development
  - cross curricular links

Once skills have been taught this will be shown on the Planning Grids for the term (these grids need to be updated *at least once a fortnight* but should be looked at during each short term planning session).

*Project Planning*

Project planning is undertaken termly. The plan includes:

- an overview for the first two/three weeks of the project which will be teacher led to introduce key skills and areas of learning required. This will usually begin broadly and quickly narrow to a focus stimulus to engage the children and enable the teaching of focus skills.
  - for example, the theme of Time Traveller's starts with the arrival of a trunk (broad) and narrows to focus in Victorian wash day (narrow)
  - see example plans in curriculum files in each year group
- A list of key focus skills which need to be taught during the initial two/three weeks
- A list of enhanced activities, which will be undertaken during the first two/three weeks alongside the initial focus, in order to broaden the children's understanding and knowledge of the main theme.
  - for example, during Time Travellers they may watch video clip of Victorian school life, look at artefacts for Victorian toys etc
- A list of potential lines of enquiry that the children may decide to follow as an interest, alongside potential interventions which could be made to support these
- A list of potential ICT uses

At the end of the two/three week period the project is led by the children. At this time each year group will produce a mind map with their children to ascertain interests and potential contexts for learning which can be followed for the remainder of the project

Year teams will evaluate planning to inform next steps (see Assessment Policy)

### Short Term Planning

This will be undertaken on a weekly basis by year teams. This planning will:

- Have a clear overview timetable for the week
- use the school's agreed proformas
- set out clear and specific objectives
- show fine-tuned progression within and across sessions, clearly identifying assessment, development and application opportunities
- be clearly differentiated by task, outcome or grouping
- include notes on the teacher focus and the deployment/use of support staff
- list the success criteria for each lesson part (assessment, development, application)
- outline the assessment capable learning strategies being used
- be modified and annotated by year teams as necessary throughout a session and across the week
- make a note of links to homework
- be retained centrally within the year group for future use and reference in a clearly labelled Planning File. This will also be available on a memory stick, and backed up half termly on the school's server
- be clearly displayed in every classroom by the last afternoon of the previous week (YR/2 Friday, Y1 Wed)
- be reflected on the term's planning grids a minimum of fortnightly

***It is expected that all short term plans will be flexible according to the changing needs of the children as a week progresses. When changes are made this will be clearly shown on the short term plans using annotations.***

### Resources

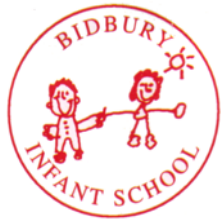
Resources for the coming week will be

- prepared in advance and stored in clearly labelled drawers in the year group using the headings literacy, numeracy and project so all adults can find resources easily
- clearly labelled with post-it notes to show when and for which group they are designed for
- completed by

- YR/2: the Friday afternoon of the week prior for Monday and by Monday morning for the rest of the week
- Y1: by Wednesday afternoon for Thurs/Fri/Mon and Monday morning for the rest of week

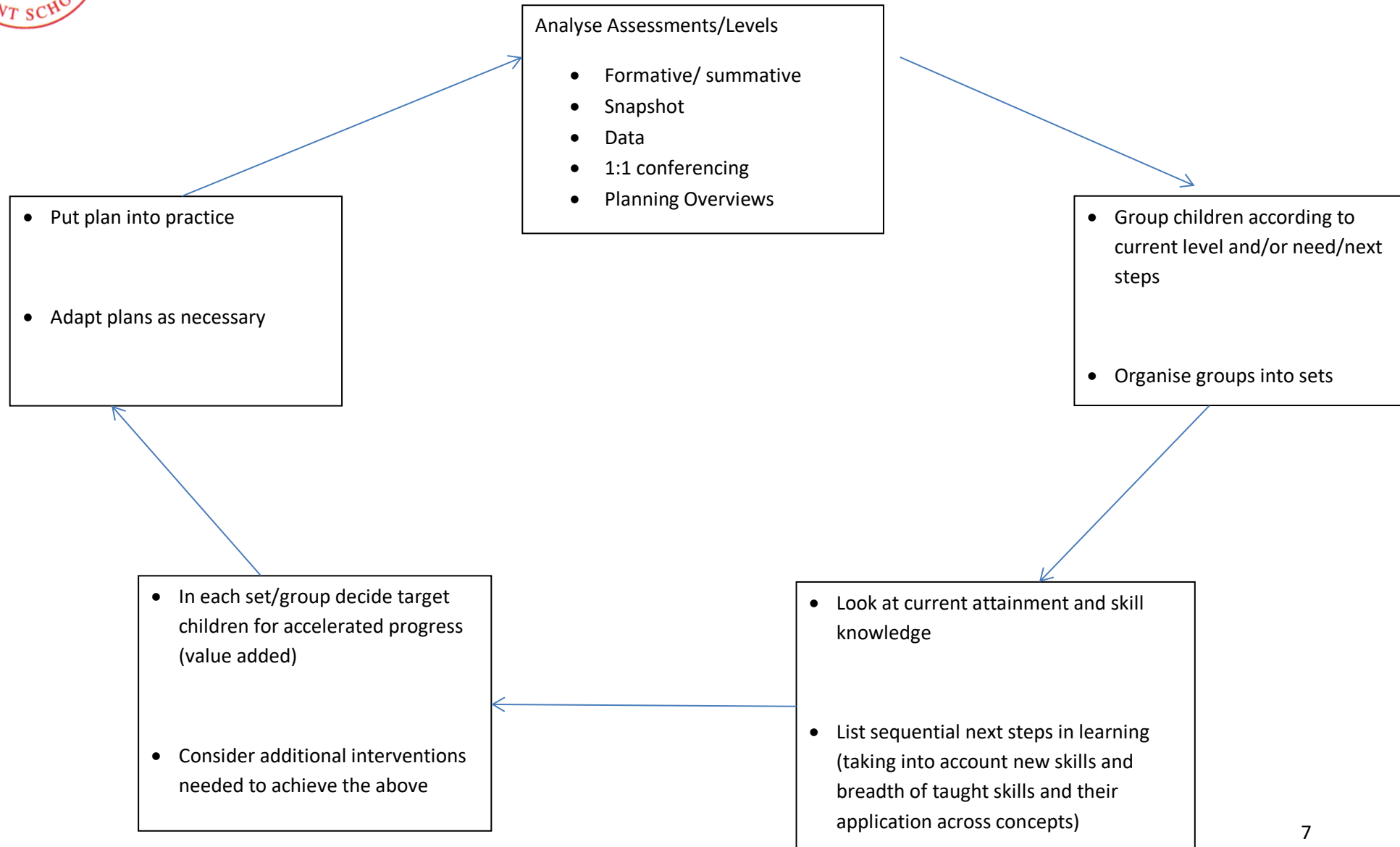
*Afternoon: no later than 5pm*

*Morning: no later than 8.15am*



## Appendix One - Medium Term Plan Process

### Creating a Medium Term Plan





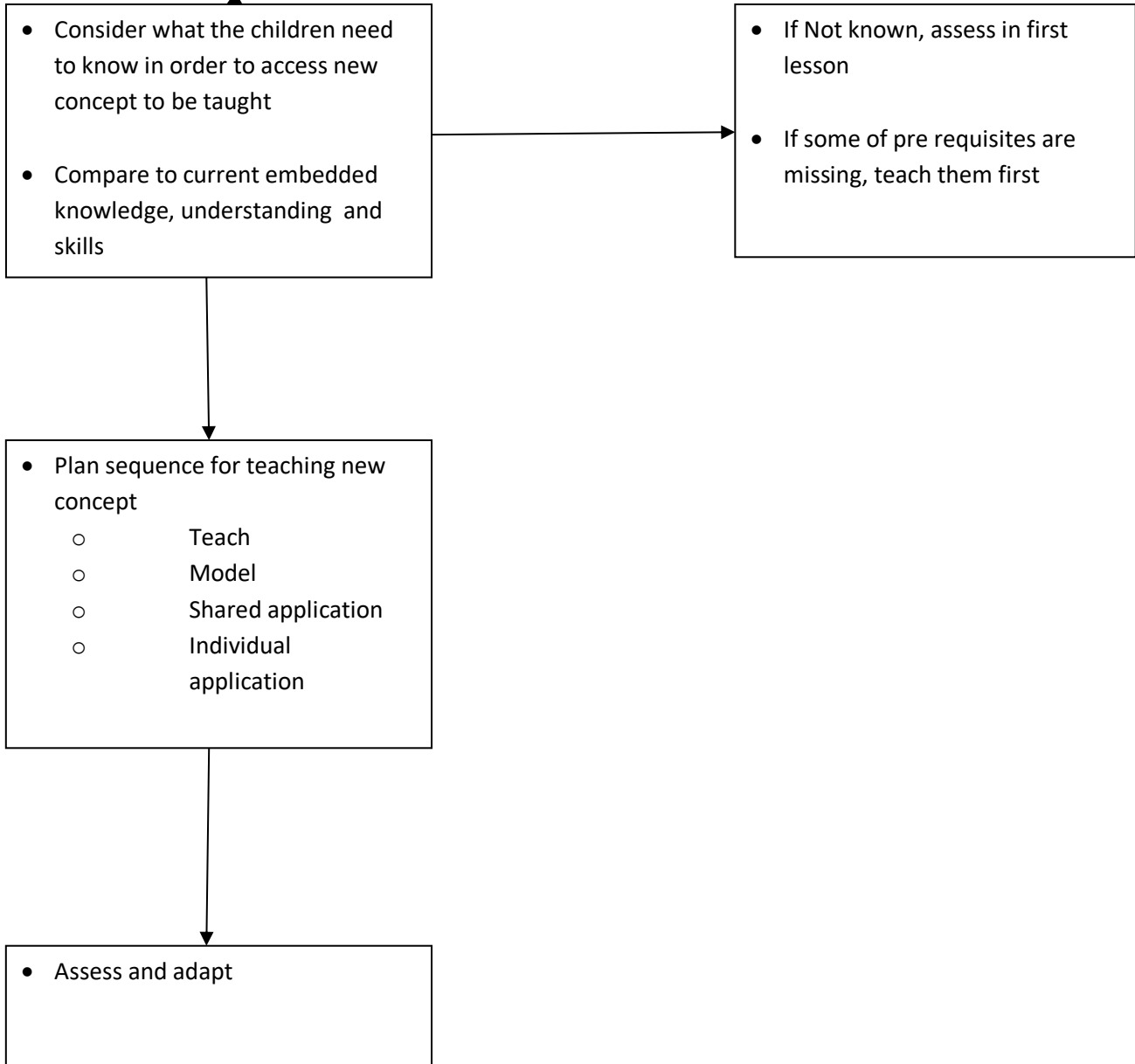
## Appendix Two: Weekly Planning Process

### Creating a Weekly Plan

Consider current ability/needs of

- Whole set
- Groups within set
- Specific individuals

In relation to prior learning/levels/progression





## Appendix Three: Bidbury Project Curriculum Process

### Bidbury Curriculum

Named Theme



During holiday prior to project children do some homework to find something out about the new project to share with the rest of the class during the start of the project



Focus Teacher Directed Plan with enhanced sessions alongside ~ 3-4 weeks

Broad introduction, narrow to a particular area of broad theme

*Use narrow theme of introduce/teach key skills required for focus curricular areas linked to the theme*

*Enhanced sessions will be used to broaden children's understanding/knowledge of the main broad theme*



Mind Map with the children to ascertain their lines of interest/enquiry

*Year Group mind map what they want to do throughout the project*



Choose a line of enquiry to follow with the children

Teach/consolidate skills using the context provided by the children

*Teachers use children's mind map against curriculum skills to utilise overlap and plan for any additional skills which need covering*



Project is planned on a weekly basis using all of the information accumulated from the above things.

**Teachers to monitor project and make interventions to continue context or introduce a new context (still taken from the children's mind map) as and when children's interests need to be re-focussed or developed**

This policy should be read in conjunction with the following school's documents

- Learning and Teaching Policy
- SMSC Policy
- Assessment Policy and Guidelines
- Planning Protocols
- SEN and Able Child Protocols and Policies
- School's Values

Reviewed: August 2015, August 2017, August 2019

Next Review: August 2022