



Vallis First School Curriculum Policy

Mathematics Policy

Rationale

Mathematics equips children with a uniquely powerful set of tools to understand the world and apply this knowledge in everyday life. These tools include fluency of mathematical knowledge, logical reasoning, problem solving skills and the ability to think in abstract ways. At Vallis a positive attitude towards mathematics is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement.

Intent

We aim to:

- develop a sound understanding of Number (including place value, mental and written calculation skills), Measurement, Geometry and Statistics.
- equip children with fluent knowledge of the fundamentals of mathematics.
- enable children to explain their methods and reasoning using correct mathematical terms and vocabulary.
- help children make sense of number problems and develop appropriate strategies to solve them.
- provide fun and practical activities using equipment and resources that relate to everyday contexts.
- offer carefully planned opportunities for using these skills across the curriculum.

Implementation

Vallis First School implements the National Curriculum for mathematics.

In order to achieve this we provide:

- enjoyable, lively and interactive activities, which are designed to embed fluency, develop reasoning and immerse in problem solving; plan using a range of resources.
- opportunities for varied and frequent practice are given so that pupils develop confidence, rapidity and accuracy.
- practical, investigative and problem solving methods are used which encourage a range of mathematical discussions with children using their mathematical vocabulary to develop an argument and explain their thinking.
- interactive whiteboards and computing facilities are regularly used to support the learning.
- a range of grouping strategies are used including paired work, group work and whole class teaching.

Monitoring and Assessment and Equal Opportunities

See Assessment, Recording & Reporting, Monitoring and Equality Policies.

Resources

Other relevant documents: Calculation Policy, White Rose Hub and NCETM

Each classroom will have a range of everyday equipment to support the teaching of number. Additional resources are stored in key stage resource base classrooms.

Mathematics Display & Recommended Resources (Appendix)

Reception

| | |
|---|--|
| All classes should have the following resources displayed | It is recommended that all classes should have the following resources easily accessible for the children |
| <ul style="list-style-type: none">• 100 Square• 0 – 30 Number Line | <ul style="list-style-type: none">• Number lines• Digit cards• Number fans |

Key Stage 1

| | |
|--|--|
| All classes should have the following resources displayed | It is recommended that all classes should have the following resources easily accessible for the children |
| <ul style="list-style-type: none">• 100 Square• 0 – 100 Number Line• Mathematical vocabulary (+ -) | <ul style="list-style-type: none">• Number lines• Digit cards• Base 10 (Dienes)• Numicon• Number fans• Pupil 100 squares• Bead Strings• Multi-link/unifix• Counting equipment• Rulers |

Key Stage 2

| | |
|--|---|
| All classes should have the following resources displayed | It is recommended that all classes should have the following resources easily accessible for the children |
| <ul style="list-style-type: none">• 100 Square• 0 – 1000 Number Line• Multiplication Tables• Mathematical vocabulary (+ - x ÷) | <ul style="list-style-type: none">• Number lines• Digit cards• Base 10 (Dienes)• Pupil 100 squares• Bead Strings• Multi-link• Counters• Rulers |

English Policy

Rationale

A high-quality education in English will teach children to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, children have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Reading also enables children both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society. At Vallis First School, we use the EYFS framework and English Programme of Study as a basis for our planning within the subject and expect all teachers to follow this framework. English is taught on a daily basis from Reception to Y4 and is supported and enhanced through other curriculum areas. We follow a creative curriculum and wherever possible English activities are linked to current topic work.

Intent

The national curriculum for English aims to ensure that all children:

- read easily, fluently and with good understanding.
- develop the habit of reading widely and often, for both pleasure and information.
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language.
- appreciate our rich and varied literary heritage.
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas.
- are competent in the arts of speaking and listening, making formal presentations.

Spoken language

Spoken language underpins the development of reading and writing. The quality and variety of language that children hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Children will develop the skills to explain their understanding of books and other reading and to prepare their ideas before they write. They will be helped in making their thinking clear to themselves as well as to others.

All children will take part and develop their skills in discussion and drama. They will respond thoughtfully to drama and theatre performances.

Reading

See Vallis Reading Statement

Writing

The EYFS writing ELGs and Programmes of Study for writing at Key Stages 1 and 2 have two aspects and are explored through the use of an inspiring, high quality text that links with the creative curriculum:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

It is essential that teaching develops children's competence in these two dimensions. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. At Vallis we use the appendices from the Programmes of Study for English, Spelling Play and Babcock to ensure standards for spelling are met in EYFS, Key Stage 1 and 2.

Effective composition involves articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on fluent, legible and, eventually, speedy handwriting, taught using the Nelson Handwriting Programme across the school. Children are taught to work as real authors through planning, editing and evaluating their writing and where possible publishing their work to share with an intended audience.

Monitoring, Assessment and Equal Opportunities

See Assessment, Reporting and Recording Policy, Monitoring Policy and Equality Policy.

Science Policy

Rationale

Science enables children to investigate exciting aspects of their world. It encourages the development of practical and problem solving skills through the process of scientific enquiry. It also provides many opportunities for cross-curricular links to enrich and support other areas of the curriculum.

At Vallis First School a positive attitude towards Science is encouraged amongst all our pupils in order to stimulate curiosity for life forms and processes.

Intent

We aim to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics.
- develop understanding of the nature, processes and methods of Science through different types of scientific enquiries that help them to answer scientific questions about the world around them.
- are equipped with the scientific knowledge required to understand the uses and implications of Science today and for the future.

Implementation

Vallis First School adopts a cross-curricular, topic-based approach to Science teaching, ensuring a progression of skills, knowledge and understanding. We base this on National Curriculum Programmes of Study and the Early Years Foundation Stage Curriculum. Where necessary, skills are taught discretely.

In order to achieve this:

- lively and interactive activities are planned using a range of resources, including Computing.
- a range of strategies for grouping are used including individual, paired work, group and whole class teaching.
- opportunities are planned to explore the wonders of Science and the natural world using a range of materials and 'hands-on' experiences both locally and on field trips.

Monitoring, Assessment and Equal Opportunities

See Assessment, Reporting and Recording Policy, Monitoring Policy and Equality Policy.

Resources

Each key stage will have access to relevant and appropriate resources in their own Resource Base or classrooms.

Geography Policy

Rationale

During Key Stage 1 and Key Stage 2 the curriculum will encourage our children to develop a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching will equip children 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.

Intent

We aim to:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the effects of processes.
- understand the processes that give rise to key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.
- develop children's competence in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepens their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Implementation

Vallis First School uses a cross curricular topic approach to ensure the progression of skills and that the National Curriculum Programme of Study along with the Early Years Foundation Stage Curriculum is met through each Key Stage. Some skills are taught discretely as necessary.

This is delivered through:

- lively and interactive activities
- the use of interactive whiteboards, world maps, globes, atlases, compasses, ordnance survey maps and photographs
- practical activities, fieldwork and the use of digital technology
- a range of grouping strategies including paired work, group work and whole class teaching
- recording their work in a variety of ways e.g. maps, photographs, art work, drama and models

Monitoring and Assessment

See Assessment, Reporting and Recording Policy, Monitoring Policy and Equality Policy.

Resources

All classrooms will have access to a map of the world eg. on the IWB or a hard copy. All resources are stored in the Key Stage resource bases.

Health and Safety (See policy)

Creative Arts Policy [Dance, Music and Art and Design]

Rationale

The Creative Arts equips children to understand and interpret the world through their senses and emotions. It stimulates responses both on the emotional and intellectual levels and perhaps, most important of all, it can be a lifelong source of pleasure. At Vallis First School a positive attitude towards the Creative Arts is encouraged amongst all our pupils.

Intent:

Music:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- learn to sing and to use their voices; to create and compose music on their own and with others; have the opportunity to learn a musical instrument; use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Art & Design:

- produce creative work, exploring their ideas and recording their experiences.
- become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- evaluate and analyse creative works using the language of art, craft and design.
- know about great artists, craft makers and designers; understand the historical and cultural development of their art forms.

Both Music & Art and Design:

We aim to:

- encourage co-operative, collaborative and independent learning and performance skills.
- encourage children to express themselves through the creative arts and develop the necessary skills in these areas.
- engage with the creative community of the town and region e.g. Jackdaws.
- help children to evaluate their own and others' work and celebrate their achievements.

Drama:

See English Policy

Dance:

See PE policy

Implementation

Vallis First School uses a cross-curricular topic approach, ensuring the progression of skills and that the National Curriculum programme of study is met through each key stage and the Early Years Foundation Stage Curriculum. Some skills are taught discretely as necessary.

In order to achieve this we plan:

- lively and interactive activities using a range of resources and equipment within the school, the Frome Community Learning Partnership of Schools and the wider community including visits to exhibitions and performances.
- a range of grouping strategies are used including individual, paired, group and whole class teaching.
- opportunities are provided to explore a diversity of cultures through the creative arts.

Monitoring

See Assessment, Reporting and Recording Policy, Monitoring Policy and Equality Policy

Assessment and Equal Opportunities

See Assessment, Monitoring and Equality Policy

Resources

Frome provides a wealth of community based links and opportunities that can be utilised including Frome College, two theatres, several art galleries and the Frome Festival. Vallis First School also accesses Jackdaws Music Foundation and Somerset Music Hub.

Each classroom has access to equipment which supports the teaching of the creative arts. Additional resources are stored in the central stock cupboard and Key Stage resource bases.

Design and Technology Policy

Rationale

Design and Technology is mainly a practical subject. It provides opportunities for children to plan, design and evaluate, encompassing many other areas of the curriculum. At Vallis First School a positive attitude towards Design and Technology is encouraged amongst all our pupils in order to foster self-confidence and a sense of achievement.

Intent

We aim to:

- encourage co-operative, collaborative and independent learning.
- plan and evaluate designs to develop positive critical awareness.
- develop practical and creative skills.
- enrich and support work in other areas of the curriculum.

Implementation

Vallis First School adopts a cross-curricular topic-based approach to Design and Technology teaching, ensuring a progression of skills, knowledge and understanding. We base this on National Curriculum Programmes of Study and the Early Years Curriculum. Where necessary, skills are taught discretely.

In order to achieve this:

- lively and creative activities are planned using a wide range of resources including ICT facilities.
- a range of strategies for grouping are used to include individual, paired, group and whole class teaching.
- investigating, problem solving and practical techniques are encouraged in order to develop imaginative design skills.
- children are taught the importance of safety when using tools.

Monitoring, Assessment and Equal Opportunities

See Assessment, Reporting and Recording policy and Monitoring and Equality Policies.

Resources

Each Key Stage will have access to relevant and appropriate resources within their own resource base.

Computing Policy

Rationale

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with Mathematics, Science, Design and Technology and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation; how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use and express themselves; develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Intent

We aim to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- are responsible, competent, confident and creative users of information and communication technology.
- have a range of computing experiences throughout the curriculum.

Implementation

Vallis First School follows the Curriculum Guidance for Early Years Foundation Stage and the National Curriculum for Computing.

This is delivered through:

- taught Computing sessions using the 2016 Wessex Planning from Somerset eLIM (E-learning and Information Management) following the key strands of Programming, Multimedia, Technology in our Lives, Handling Data and Online Safety.
- lively and interactive activities using a range of hardware and software.
- the use of interactive whiteboards and visualisers in the classroom.
- regular access to laptops to support other subjects across the curriculum.
- a range of grouping strategies including paired work, group work and whole class teaching.

Monitoring and Assessment

(See Assessment, Reporting and Recording Policy, Monitoring Policy and Equality Policy)

Resources

Two trolleys of laptops, equipped with all necessary software, are available and timetabled for class and group use. In addition, digital cameras, programmable floor robots, audio systems, web-cams and microphones are available to support curricular work.

Health and Safety

(See policies for e-Safety, Internet Security and Health and Safety)

KS2 Languages (MFL) Policy

Rationale

Learning a foreign language fosters pupils' curiosity and deepens their understanding of the world, encouraging an exploration and appreciation of other cultures. It should provide opportunities for them to communicate for practical purposes.

Intent

- to understand and respond to spoken and written language from a variety of authentic sources.
- to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what pupils want to say, whilst improving the accuracy of their pronunciation.
- to read and write simple sentences, reflecting the grammar structures identified.

Implementation

The Languages National Curriculum Programme of Study is met through the Key Stage 2 curriculum. At Vallis First School our chosen foreign language for study is French.

In order to achieve this:

- lively and interactive activities are planned using a range of resources, for example games, songs and video clips within Key Stage 2.
- a range of grouping strategies are used including individual, paired, group and whole class teaching or workshops across Key Stage 2.
- daily language activities can be incorporated into the daily classroom routine, for example the calendar, weather and greetings.

Resources

Key Stage 2 classes have access to French picture dictionaries, games and visual aids.

Assessment and Equal Opportunities

See Assessment, Recording and Reporting policy, Monitoring policy and Equality policy.

Physical Education Policy

Rationale

Physical Education is concerned with the development of the whole child which encourages and promotes a healthy, active lifestyle. It is an education for life and can give a lifelong source of pleasure. At Vallis First School a positive attitude towards Physical Education is encouraged to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities.

Intent

We aim to ensure that all pupils:

- develop physical co-ordination, skills and competence in a broad range of physical activities.
- engage in competitive sports and in activities & games.
- perform and create dances using a range of movement patterns and gymnastic sequences.
- develop the ability to evaluate own and others' performances.
- lead healthy, active lifestyles.
- are physically active for sustained periods of time.

Implementation

Vallis First School uses a cross curricular topic approach which ensures a progression of skills as pupils move up through the year groups. The National Curriculum Physical Education programme of study is met through the lessons that each Key Stage and the Early Years Foundation Stage plan. Some skills are taught discretely where necessary.

In order to achieve this:

- lively and interactive activities are planned using a range of equipment.
- a range of grouping strategies are used including paired work, group work and whole class teaching to allow progression of skills.
- a variety of areas including the hall, playground and field will be used depending on weather conditions.
- after school clubs provide pupils with additional physical activity opportunities.

- invite a range of sports visitors in to Vallis to work with pupils (e.g. street dance, martial arts and rugby).
- participate in inter-school festivals.
- ensure swimming opportunities are provided for all pupils at different points in their time at Vallis.

Monitoring, Assessment and Equal Opportunities

See Assessment, Reporting and Recording Policy, Monitoring Policy and Equality Policy.

Resources

Resources are stored in the hall cupboard, outside PE shed and in the upstairs Key Stage 2 cupboard.

History Policy

Rationale

History is the chronicling, investigation and explanation of the past which develops an understanding of how the past has shaped the present - it should inspire pupils' curiosity. Through learning about Britain and the wider world, children develop their own sense of identity. They are introduced to the skills needed to understand and interpret the past, such as asking perceptive questions, thinking critically, weighing evidence, sifting arguments and developing perspective and judgement.

Intent

- to begin to understand the history of Britain and its chronological narrative from the earliest times to the present day.
- to know and understand significant aspects of the history of the wider world.
- to understand historical concepts, such as continuity and change, cause and consequence, similarity, difference and significance.
- to develop an understanding that there can be different opinions/versions of the past.
- to develop an understanding of the methods of historical enquiry including how evidence is used.
- to enable children to ask and answer questions about the past, to make connections, draw contrasts and analyse trends.
- to develop a sense of chronology and use historical language and terms.
- to enable children to communicate and record their knowledge and understanding in a variety of ways.
- to address issues of equal opportunities in context, challenging stereotypes, with an awareness of the background and cultural heritage of all pupils.

Implementation

Vallis First School uses a cross-curricular topic approach, ensuring the progression of skills and that the National Curriculum Programme of Study is met through each key stage and the Early Years curriculum. Some skills are taught discretely as necessary.

In order to achieve this:

- lively and interactive activities are planned using a range of resources and equipment within the school, the Frome Community Learning Partnership of Schools and the wider community including visits to museums, exhibitions and historical sites.
- a range of grouping strategies are used including individual, paired, group and whole class teaching.
- opportunities are provided to explore a variety of historical cultures.

Resources

Frome provides a wealth of community based links and opportunities that can be utilised including Critchill Resource Centre, Resources for Learning and Frome Museum. Each classroom has access to equipment which supports the teaching of History. Additional resources are stored in the central stock cupboard and Key Stage resource bases.

Assessment and Equal Opportunities

See Assessment, Recording and Reporting Policy, Monitoring Policy and Equality Policy.