



REGENT PRIMARY SCHOOL

Curriculum Policy

Reviewed by SLT: August 2022
Previous Review: August 2021

Approved by the Board:

Aims

The Regent Primary School is a British-based curriculum school operating in an international context. The curriculum followed is based on the National Curriculum for England and Wales, with appropriate modifications to take into account the national context in Nigeria.

The curriculum at The Regent Primary School is developed in the context of the following school aims:

- To provide the highest quality of teaching and learning
- To equip all students with the necessary knowledge and skills to succeed
- To set high expectations, challenging and supporting all
- To ensure that students achieve the best possible outcomes and results
- To inspire a love of lifelong learning
- To develop a continuum of learning between the EYFS through to Year 6
- To ensure that staff receive regular and professional opportunities for training
- To appraise staff in a constant effort to raise professional standards
- To offer a broad, balanced and rigorous curriculum
- To teach the English National Curriculum from EYFS to Year 6
- To provide first-rate pastoral care
- To ensure students are safe, and feel happy and individually valued within the school
- To establish and embed the Regent Values
- To encourage all pupils to be internationally-minded and inclusive whilst appreciating their patriotism for Nigeria
- To offer a rich, varied and attractive co-curricular programme

Policy Statement:

The Regent Primary School follows the English National Curriculum with the addition Nigerian Social Studies. Subjects covered are English, Maths, Science, Geography, History, Computing, Physical Education, Art, Design Technology, Music, French and Swimming.

The School places a great emphasis on encouraging the all-round growth and development of each individual student ensuring that they reach their full potential, prepare them for opportunities and responsibilities of adult life. The curriculum is the means by which the school achieves its educational aims as outlined in our School Development Plan.

We use a thematic approach making meaningful links between subjects during units of work. This allows children to see the connections between the knowledge, ideas and skills they are learning in their studies. It allows pupils to see how subjects are inter-related and not separate and isolated. This leads to greater progress, deeper understanding and to the reinforcement of key skills as they are transferred between curriculum areas.

Guidance:

The curriculum is organised into phases according to the National Curriculum for England

EYFS – Playgroup, Nursery and Reception

Lower Primary – Year 1 - Year 3

Upper Primary – Year 4 – Year 6

The curriculum seeks to meet the personalised learning needs of all students. Subject matter is appropriate for the ages and aptitudes of pupils. Schemes of Work and planning are designed to meet the needs of all pupils including those who require support with their learning and those with English as an Additional Language.

We aim to use creative methods to give children opportunities to use and develop their basic skills, whilst retaining the integrity of each National Curriculum subject. We aim, through our curriculum, to instil in our pupils a sense of challenge, independence and creativity.

Early Years:

Children turning 2 within the academic year are initiated into schooling through innovative methods of teaching and learning and fun filled activities within the framework of the UK's Early Years programme using a topic-based approach. A positive attitude to school is fostered through individual attention, encouragement and support. Our endeavour is to make learning exciting and pressure free in a safe, secure and happy environment making the transition from home to school an easy one.

During these formative years, the Early Years Foundation Stage programme is geared towards developing self-esteem, social and interactive skills in addition to the basic cognitive and motor abilities. Learning takes place directly through planned activities including Technology and child-initiated activities. They will take part in class learning, small group learning, individual learning and continuous provision. Focused learning sessions start in short but regular sessions in Playgroup, allowing plenty of time for continuous provision. As the children progress into Nursery and Reception, they will participate in longer and more regular focused learning activities, preparing them for the transition into Year 1.

The Early Years Foundation Stage curriculum not only acts as a transition between home and school, but also develops in children the learning habits necessary to access education at a later age. The Early Years Foundation Stage programme develops key learning skills such as listening, speaking, understanding, concentration, persistence and learning to work together and cooperate with other children. It also develops early communication, literacy and numeracy skills that will prepare young children for Year 1 of the English National Curriculum. The learning and development skills that most children should have achieved by the end of their Reception year are called the Early Learning Goals.

In the Early Years Foundation Stage your child will listen to poetry, rhymes and songs, the building blocks needed to grasp phonics and reading skills when it is developmentally appropriate. The play that takes place with water, sand and containers lay the foundation for understanding some basic mathematical concepts. Matching, sequencing, one-to-one correspondence are all activities that are repeated over and over in Early Years Foundation Stage, which helps children, prepare for academic learning. Watching other children pursue a challenging task is also helpful. The presence of other children and a wide variety of materials are two big reasons why Foundation Stage entry is a good thing.

We strive to create an enabling environment in which:

- All children feel included, secure and valued
- Experiences build on what children already know and can do.
- The culture, language and ethnicity of our students are celebrated.
- Children have the opportunity to engage in self-initiated tasks, adult led activities and quality play.
- Teachers work together to provide progression in learning from EYFS to Year 1.

The Early Year Foundation Stage Curriculum

The Early Years Foundation Stage curriculum is organised into seven areas of learning and is as broad and balanced as possible to develop children's intellectual, emotional, cultural and physical needs. The Early Learning Goals establish expectations for most children to reach by the end of the Early Years Foundation Stage, but are not a curriculum in themselves.

Personal, social, and emotional development: This area helps to shape children's social skills and develops respect and an understanding of their different feelings.

Physical development: We all know that young children often love to be active, but they also need to understand that continued physical activity as well as healthy food choices are important, and why.

Communication and language: Providing an environment for young children to express themselves and speak and listen in a range of situations allows them to develop their language and communication skills.

Literacy: It's important for children to discover phonemic awareness – the ability to hear and identify different words and sounds, and also to start reading and writing.

Mathematics: Children need to be guided in developing skills with numbers and calculations, as well as being able to describe shapes, spaces, and measures.

Understanding the world: This involves children making sense of things by observing and exploring everything from the places they spend time to the technology and other things that they use.

Expressive arts and design: Activities like drawing, playing with paint, instruments or technology all give children the chance to express themselves and learn new things.

The four guiding principles of the EYFS are used when implementing the above 7 learning and development areas:

1. That every child is unique.
2. That every child can learn to be strong and independent through positive relationships.
3. That children learn and develop best in enabling environments.
4. That children develop and learn in different ways and at different rates.

Introducing children to the curriculum in this manner helps them to feel secure, valued and confident and develops their sense of achievement through learning, which is a pleasurable and rewarding experience. All children strive to reach the goals set out in the Early Years Foundation Stage but they do so at different speeds and some children may go beyond them; that is why our qualified and experienced staff are ready to provide the next challenge for each child as they reach them, or provide extra help for children who need it.

Play is very important to children. When adults "play", they usually are relaxing from the stress and concerns of their working life. When children "play", they are learning, acquiring and developing skills and understanding of the world around them. Therefore, play is the key to the way young children learn.

Through play your child can develop, for example, fine motor control, which is necessary to hold and control a pencil in order to learn to write successfully. They also learn about properties and begin to form concepts about the world around them, which are the foundation of all future learning. In educational terms, this is

called active learning and is now recognised as an essential, effective and valuable start to a child's education.

All children will find some way of playing in whatever surroundings they find themselves, and they will learn skills whilst doing so, but we want the children in the Early Years Foundation Stage classes to learn and acquire the specific skills they need to be able to attain the highest possible educational standards as they progress through their school careers. Therefore, all the activities and learning experiences that the child participates in daily at school have been carefully selected to promote and support the development of those skills.

Primary

Our aims at the primary stage are:

- To build upon excellent Foundation Stage experience
- To continue to develop independence
- To gradually introduce formal lessons
- For each child to achieve his/her full potential
- To enjoy school and continue to develop positive attitudes to learning

The Curriculum

- Foundation Stage Guidance
- UK National Curriculum Guidance
- National Literacy Strategies
- National Numeracy Strategies

English

In Lower Primary (Year 1 – Year 3), we use guidance from the UK Literacy Framework for our English lessons. These lessons incorporate activities that look at sounds that make words or meaning of words, whole class reading or writing and group work with a plenary where learning is shared or summed up. While working in groups, children may be given work to discover more about the book or writing being studied, as well as writing in the style being discussed.

Children take part in Guided Reading Sessions. Groups of children with similar ability spend time with the teacher on a regular basis reading and discussing a book. Children who are just learning to read, or who find reading difficult, will be heard reading aloud individually on a regular basis. It is important that children also develop the habit of reading regularly at home, as this encourages them to develop their personal taste and to become more independent and reflective readers. Children have a reading record for parents to sign. A range of opportunities is provided for children to communicate effectively through speaking and listening activities. These are incorporated into the Literacy lesson or may be used in other curriculum areas.

In Upper Primary (Year 4 – Year 6), English lessons are based on the English National Curriculum which we have developed to meet the needs of all our students whether they are first or second English language speakers. The children have the opportunity to practice a variety of writing genres, learning about the language and structural features as well as the purpose of these texts. High quality core books are used to link thematically with the wider curriculum. These are studied in depth over time and to give breadth to the children's understanding of writing styles over time. The lessons take place at least daily in all year groups. All the time spent in the daily English lesson is dedicated to the pupils reading, writing, speaking and listening. This includes phonics and spelling, grammar, punctuation and handwriting.

An especially important part of English teaching at TRPS is reading. Whole class, guided and shared reading practices are used to develop children's fluency and comprehension strategies. The children are set individual reading tasks at their level of development, using selected texts. Speaking and listening is integrated into every aspect of school life. Our children are always expected to use English in the classroom as their academic language. They have opportunities to perform in class assemblies to a wide audience, as well as through project work and presentations.

Students at KS1 have daily phonics lessons using Read Write Inc. Students are streamed if required to ensure they make rapid progress. Interventions for phonics at KS2 are used for students who are classified as requiring additional learning needs; combined with monitoring of progress with phonics. At KS2, spelling is taught using the No Nonsense Spelling Programme. From year 2 onwards, all pupils are assessed in their progress with the high frequency words and expected vocabulary from the NC spelling appendix. Students in Year 2 have daily NNS lessons only when they have been assessed as completing RWI successfully then they move onto the NNS Programme.

While students from Years 3 to 6 have lessons on a twice or tri weekly basis, this at the discretion of the class teachers and to meet the needs of their students. Teachers and students then use these results to inform weekly individual spelling lists and those given by the teacher for specific spelling patterns for class practise and homework. Teachers are also expected to use spelling errors found in 'Big Write' tasks to include a least twice termly as basis for spelling work and spelling practice. These are tested each week and progress monitored and any consistent errors are the worked on with additional support from the class teachers.

Our libraries (both physical and digital) house a wide selection of levelled books to assist teachers in instructing students to their ability levels and to personalise literary teaching and learning experiences to best meet varied students' needs. In addition, the library is made accessible to all students and staff to support student's exploration and love of reading.

Maths

- Practical, small group activities
- Whole class sessions
- Focus on mental maths strategies and real-life problem solving
- Spiral curriculum

We use guidance from the UK Numeracy Framework through the Collins Busy Ant Maths programme for our Maths lessons. In these lessons, children are encouraged to develop their mathematical thinking and use of appropriate mathematical vocabulary. In addition, all children experience problem solving and investigative activities. Across the school, we use ICT and interactive whiteboards to enhance our Maths lessons. Where possible we try to link Maths to other curriculum subjects.

At The Regent Primary School, we ensure that children are taught the basic fluency mathematical skills required, as well as strongly emphasising the importance of being able to apply these to problem solving and reasoning. We follow the English National Curriculum and employ a 'Maths Mastery' approach to learning. We draw upon key well-respected resources such as the Collins Busy Ant Maths and NCETM, to ensure high quality teaching and learning in this area. Our main aim is to raise standards and personalise learning so that all our children can achieve their full potential. We strongly emphasise a need for every student to memorise the multiplication tables up to 12 x 12 by the end of Year 4. This will allow mental calculations to be answered quickly and also supports the understanding of other areas of Mathematics through Primary and into Secondary.

Numeracy Ninja is a mental Maths activity used to drive and secure mental maths skills across the school. This activity creates a self-challenging task where the students get to extend themselves on a 5 mins timer to beat their existing belt. We have agreed as a school that this Numeracy Ninja could be used as the 5-8mins starter activity for Maths across the whole school.

Science

Science is taught as part of a wider theme. It is taught as knowledge and through the investigation of wider concepts. Science, as with most areas of the curriculum, must start with the child's known environment and experience. The children are encouraged to use their senses exploring, sorting and grouping objects in the immediate environment. They begin to be aware of similarities and differences and learn to record their findings in a variety of different ways.

Science is a core subject in the English National Curriculum. The fundamental skills, knowledge and concepts of the subject are divided into four main areas of learning, these being: working scientifically, biology, chemistry and physics. Through careful planning and assessment, we ensure that the scientific skills and knowledge of our students are developed and consolidated over time. Our students are part of a stimulating environment where practical activities are meaningful and challenging. We use investigations to give children a greater understanding of the concepts of science and to develop their investigative skills. Key Stage 2 teachers focus on introducing students to and extending their use of scientific vocabulary to enable them to become effective communicators of scientific ideas, facts and data.

Foundation Subjects

At The Regent Primary School we aim to give pupils the opportunity to explore the world around them from the past to the present and towards the future. Through the year they develop various geography, history, art and design technology skills during their thematic unit lessons.

We make learning more relevant to our pupils by also looking at local history, geography and culture. We develop their understanding of the wider world through the examples, models and stimuli we use across the curriculum giving them a breadth of experience and exposure to other cultures and attitudes. We encourage and develop their ability to be global citizens able to understand others and see how their personal choices affect the world we live in.

We enable our pupils to develop a chronological framework of significant events and people and a sense of the processes that bring about changes in places and the environment. What they learn can influence their decisions about personal choices, their attitudes and values.

We support greater depth of learning by using specialist teachers for many areas of the curriculum. Computing, Physical Education, Art, Design Technology, Music, French and Swimming from the National Curriculum are delivered by highly trained specialists. In addition to this support of the curriculum we also run a full curriculum enrichment programme. For example, swimming galas, art competitions, World Book Day, out of school trips and concerts, to name a few. These highlight the unique programme of events across the year that add fun and excitement as well as developing learning and what it is to learn.

The DELF assessment is a professional test taken by French language learners. It is in categories, starting from A1.1 to B2. It is an assessment that is directly under the control of the French attaché to Nigeria. The Assessment covers the four major areas of the French Language: communication écrite; communication de l'orale; production de l'orale and compréhension des écrites. French nationals learning French outside France are not permitted to partake of this assessment.

Computing

Computing is integrated into all subjects, through use of computers, CD players, video, Smart TV. Information and Communication Technology (ICT) is the teaching and learning of computer skills and software, the use of digital cameras, music systems etc. ICT skills are taught as an integral part of an area of curriculum. All classrooms have interactive Smart TV which are used by teachers and pupils to enhance teaching and learning of most subjects.

The Regent Primary School recognises the importance of technology in the modern world. To assist the progression of our students in this environment, Key Stage 2 uses a broad range of IT hardware and software as an integral part of the curriculum.

Computing is taught in a dedicated IT Suite and in the classroom using Tablets. Through project-based work, children explicitly develop skills, knowledge and understanding in computer science, information technology and digital literacy. By using digital computing learning journals, children have opportunities to present their learning to others, engage in open-minded challenges, master their skills and self-assess their own learning. Lessons in programming are carefully planned over their time in KS2 to build on knowledge and skills across different programming languages.

All classrooms have interactive SMART TV to aid the sharing of work. Class sets of Tablets are used in Playgroup – Year 6. This allows us to use a rich variety of software and online resources to support and enhance the children's learning. This runs from being able to deliver media rich, active lessons to guided online research, to the electronic sharing of learning through our platforms.

We strongly believe that developments in app technology truly support learning within the classroom and as such have invested in subscriptions and training in a wide range of resources. Some of our key apps are Showbie, Class Dojo, Google classroom, Nearpod and Century, among others.

Swimming

Swimming is compulsory part of our curriculum. The skills, knowledge and ability the students gain and acquire in swimming not only assists them in swimming but prepares them for life. This is where we make the biggest impact on the students' lives is preparing them for life beyond school. Students learn to exercise the mind, body and soul. Safety reasons is probably the most important part of what they students learn before, during and after swimming weather it is in or around the swimming pool. Recreational and social aspects anyone of any age or ability can enjoy this type of exercise. Develop greater confidence and this will build self-esteem and the other aspects related to the self-development of a person which is crucial in terms of teaching and learning. Swimming can be great for remedial reasons especially after a person has had injury, illness or for the physically and mentally handicapped. Finally swimming obviously creates an atmosphere of competition amongst individuals which is very healthy in a school environment as it creates a winning culture and always wanting to improve and get better.

Physical Education

Physical Education is a critical and crucial part of the curriculum where students are able to express themselves outside of the classroom environment. Students learn different skills, abilities and gain a tremendous amount of knowledge not only from movement physically but also using different aids which assist in the motor skill development of the child which is very important in his/her development. Students learn that their mind, body and soul work together and the one can't work without the other. They don't only learn in terms of physical abilities such as agility, flexibility but also mental and how strong your mind is when it comes to challenges we face in life students are able to develop mental toughness and they learn

this in physical education. Students learn a whole lot from physical education from teamwork to learning how to catch and throw a ball which is hand-eye coordination which we never stop using in our lives. Physical education sets and lays the foundation for the student's physical, mental and gaining specific skills which he/she will carry for the rest of their lives.

PSHE (Personal, Social and Health Education)

- Circle Time
- Assemblies
- Intrinsic throughout

Our school philosophy is based on creating an environment in which individuals feel valued and where personal endeavour and responsibility for themselves and others is nurtured. PSHE is fundamental to this. Much PSHE will be carried out by members of staff as incidents and opportunities arise or as an integral part of many curriculum areas. Some aspects of PSHE are addressed through specific PSHE activities. Children are involved in activities that will give them the skills to work constructively in groups and to make and sustain relationships with peers and others and keep themselves safe.

Learning Support

In line with our Vision Statement, we support our students in any area of need helping them to reach personal excellence. In addition to differentiated learning provided by the teacher on a day-to-day basis we also have qualified Special Educational Needs (SEN) teachers as well as a full complement of teaching assistants working in class to support the students. Children can also be withdrawn on a one-to-one basis or in small groups for short periods of intervention to boost learning and close gaps in their knowledge or understanding. This work is part of our normal practice and involves a wide number of pupils over the year.