

Curriculum Policy



Key Facts:

- Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum (2014), but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.
- We endorse the aspirations concerning curriculum that are set out in the DfES document *Excellence and Enjoyment 2003*, and we seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all we believe in making learning fun.

1. Values

1.1 Our school curriculum is underpinned by the values that we believe in at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

1.2 Our school is in full agreement with the values statement included in the National Curriculum (2014). These are the main values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

2. Aim

2.1 The aims of our school curriculum are:

To teach children within a culture of high expectation and challenge enabling the child to achieve their best

- To teach them to be good choosers, skilful problem solvers and powerful learners
- To give them the confidence to question and to search for answers
- To understand that without mistakes we don't learn and so encourage them to take risks
- To build the skills, knowledge and understanding required for making sense of the world around them
- To learn to work collaboratively as well as independently
- To be caring and respectful of those around them
- To help them to recognise that learning is lifelong
- But most importantly to enjoy learning

3. Organisation and planning

3.1 We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term. The long term plan is on a two year cycle. We review this long-term plan on an bi-annual basis.

3.2 Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. Our medium term planning for English and Maths is decided through formative assessment

procedures in place (APP). Planned assessment is recorded on these medium term plans. We also use the National Curriculum for the basis of our medium-term planning in the foundation subjects.

3.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

3.4 In the Foundation Stage, and at Key Stage 1 & 2, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

3.5 In Key Stage 1 & 2 we teach the foundation subjects separately. This means that, for example, a child may concentrate in one half term on a history topic, then switch to a greater emphasis on geography in the next half term. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects.

4. The curriculum and inclusion

4.1 The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

4.2 If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

4.3 The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs list. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

4.4 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

5. The Foundation Stage – please refer to Early Years Policy

6. Key skills

6.1 The following skills have been deemed ‘key skills’ in the revised National Curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving one’s own learning and performance;
- problem-solving.

6.2 In our curriculum planning we emphasise these skills, so that the children’s progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child’s progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

7. The role of the subject leader

7.1 The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils’ progress in that subject area;
- provide efficient resource management for the subject.

7.2 Our approach to the role of subject leader is both individual and whole staff. The school gives subject leaders non-contact time each term, so that they can carry out their duties and it is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. When applicable they review the way the subject is taught in the school, and plan for improvement; however, often they teach the subject themselves in which case they are observed by the Headteacher. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work. Subject audits and development plans are compiled by the whole teaching staff. The subject leader also keeps a portfolio of children’s work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

8. Monitoring and review

8.1 Our whole school staff are responsible for monitoring the way the school curriculum is implemented. They review each subject area during its bi-annual cycle of review and development.

8.2 The headteacher is responsible for the day-to-day organisation of the curriculum. The headteacher monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

8.3 Subject leaders/ whole school staff monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies

are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

8.4 This policy is monitored by the school staff and will be reviewed at least every two years, or before if necessary.