



Danecourt Curriculum Policy

Introduction

The 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 Foundation Stage Curriculum and the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich experiences for our pupils. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

At Danecourt School we believe that our curriculum should be broad, balanced, creative, relevant and appropriate, to meet the needs of all our learners, regardless of their ability. We place much emphasis on Personal, Social, Health and Citizenship education (PSHCE), and integrate many opportunities for spiritual, moral, social and cultural (SMSC) development.

Danecourt School Mission Statement

**Danecourt School is a stimulating learning environment where every individual is:
Valued, Respected, Safe and Successful**

Valued

We believe every individual is unique and special

We foster a sense of self-esteem and self-worth

We believe every child is entitled to outstanding care and education

We support our children in the development of their communication, social and self-help skills

We provide child-centered curriculum which encourages creativity and independence

Respected

We respect the rights and needs of every child and adult

We believe every child has the right to be heard

We believe that an outstanding learning environment stems from committed and compassionate staff, who work as a team to support all children

We aim, through first hand experiences, to develop in our children a love of learning, a pride in their work and respect for their surroundings

We support our children in developing appropriate relationships with others at home and at school

Safe

We believe every child has the right to feel safe from harm, to be protected, cared for, and loved.

We provide a happy, secure and safe environment for our children where they feel a sense of belonging

We ensure the well-being of every child by securing the best possible social, educational health and care outcomes

We teach and expect high standards of behaviour from all children

We believe happy and contented children will be ready and motivated to learn

Successful

We recognise, praise and reward every achievement however small the step

We believe that children succeed best when teachers have high expectations and inspire learning

We provide a wide range of opportunities in order to maximise social and academic success

We encourage aspiration so that all members of our school community can seek to develop their full potential

We want our children to be happy, confident young people who will contribute to their community

Aims and objectives

The aims of our school curriculum are:

- to continue to promote the five outcomes set out in *Every Child Matters Agenda (2003)*: Stay safe, Be healthy, Enjoy and achieve, Achieve economic well-being and Make a positive contribution.
- to promote the British Values of Democracy, Rule of Law, Individual Liberty and Mutual Respect and Tolerance, in line with the individual pupils' capacity to understand these concepts and ideas
- to enable all children to learn and develop their skills to the best of their ability.
- to promote a positive attitude towards learning, so that children enjoy coming to school.
- to teach children the basic skills of literacy, mathematics and Computing.
- to enable children to be creative and to develop their own thinking;
- to fulfil all the requirements of the Foundation Stage Curriculum, National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Organisation and planning

We plan our curriculum in three phases. We agree a long-term two year plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis, and although guided by the National agenda, is a plan based on the needs of the children.

Our medium-term plans give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We tailor the curriculum to suite the learning needs of our pupils, integrating the foundation subjects within suitable topics areas, whilst remaining focussed on the development of basic skills in English and Communication, and Mathematics. Where appropriate we use the national schemes of work along with BSquared materials for much of our medium-term planning and assessment.

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, groups of pupils and individuals, and to identify what resources and activities we are going to use in the lesson.

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

At Key Stage 2, each child has the opportunity to experience the full range of National Curriculum subjects, integrated into different topic areas over a two year period, along with discrete teaching and learning in English, Mathematics and Computing.

The Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the current Early Years Foundation Stage Curriculum. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

We fully support the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the EYFS classes builds on the experiences of the children in their

pre-school learning. We build positive partnerships with nurseries and other pre-school providers in the area.

During the children's first term in the reception class, the teacher assesses the skills of each child to inform the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Autistic Provision/VB-MAPP Curriculum

We provide an ABA/VB-MAPP teaching approach for a small number of children with ASD for whom it is deemed appropriate.

We provide both special education and life skills training in a supportive and nurturing environment where children, staff and parents work together, respecting and helping each other in order to evaluate accurately and address on an on-going basis children's individual needs so that each child can achieve their fullest possible potential.

We continually grow and develop as an organisation, embracing new ideas and reviewing procedures as new research and guidelines become available, always with the benefit of the children and the school as the central focus. To be actively engaged and involved with the local community in disseminating information about autism and seeking opportunities for our pupils to take part in habilitating community learning.

We focus on the needs of each child, and create individualised learning programmes alongside varied and enriching opportunities.

Roles and Responsibilities

The Roles of the Headteacher and Deputy Headteacher

The Headteacher has responsibility for the leadership of the curriculum and for monitoring its provision. The Deputy Head has responsibility for developing and updating the curriculum and ensuring, with the Headteacher, that the curriculum has progression and appropriate coverage and is consistently monitored. Subject Leaders and members of the SMT are responsible for ensuring the satisfactory content and delivery of their subjects, for monitoring provision and keeping up to date with curriculum developments, providing INSET where necessary. This should ensure that progress is tracked and that there is appropriate challenge, support and intervention.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- use pupil progress data to inform future action planning for the subject
- provide annual subject reports
- provide efficient resource management for the subject.

Subject leaders are expected to carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They are involved in monitoring and reviewing the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives in the School Development Plan. Each subject leader reviews the curriculum plans for their subject, ensures that

there is full coverage of the National Curriculum and that progression is planned into programmes of study. Where appropriate, subject leaders keep samples of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

Monitoring and review

The Trustee curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each core subject on an annual basis and the foundation subjects every two years, and carries out in-school monitoring/class visits during the Spring term.

The headteacher and deputy headteacher are responsible for the day to day organisation of the curriculum. The curriculum is monitored through lesson observations, learning walks, work scrutiny, and teacher planning, to ensure appropriate subject coverage and learning objectives.

Subject leaders monitor the way their subject is taught throughout the school. They review 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.

Original Policy 2001

Reviewed: Autumn 2003, 2005, 2007, 2009, 2010, 2012, 2014, 2016

Next review: Autumn 2018

This policy should be read in conjunction with the Teaching and Learning Policy and the Communication Policy

The public sector equality duty of the Equality Act 2010 has been considered in the writing of this policy. A Discrimination Impact Assessment concludes that through this policy Danecourt seeks to:

- Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act.***
- Advance equality of opportunity between people who share a protected characteristic and those who do not.***
- Foster good relations between people who share a protected characteristic and those who do not.***

Protected Characteristics: age, disability, gender, gender identity, race, religion or belief, and sexual orientation.