

Broad Chalke CE VA Primary School

Curriculum Policy 2019

Mission Statement: With the love of God we learn, care, grow and share

Introduction

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum (2014), but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

The aim of our school curriculum is:

To teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they are inspired to achieve their true potential.

Our objectives are:

- To provide a broad and balanced education and meet individual needs.
- To enable all children to learn and develop a wide range of skills to the best of their ability e.g. literacy, problem solving, technological and interpersonal.
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- To promote school values and an understanding of the Christian faith as well as a respect for other faiths and cultures.
- To provide a curriculum which lays the foundations for children to succeed at secondary school and beyond.

Our Curriculum – Intentions, Implementation and Impact

<u>Curriculum intentions</u>	<u>Curriculum Implementation</u>	<u>Curriculum Impact</u>
Our curriculum will be implemented with our intentions as the drivers behind our actions.	By ensuring we think about what we learn and how we act when we learn, we build good learners.	What do we hope will be the impact of our curriculum and how do we measure it?
<u>Intention 1: Develop our learners' learning and ability to learn (core value – learning)</u> To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, so that children can flourish, reach and even exceed their potential. To develop the behaviours learners need to succeed in the world such as perseverance, imagination, co-operation, finding	<u>Implementation 1: Develop our learners' learning and ability to learn (core value – learning)</u> Over and above any of our national curriculum learning, we deliver this in a way which is holistic, well – planned and memorable. The teachers design learning opportunities, looking for ways to develop good learning behaviours. The teachers notice when learners are showing great	<u>Impact 1: Develop our learners' learning and ability to learn (core value – learning)</u> We strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding their potential. The impact is that children will be academically, emotionally and physically prepared for life in secondary school and for wherever they may eventually live in the world.

<p>enjoyment in learning, self-improvement and curiosity.</p>	<p>learning behaviours. They award certificates for this in the weekly celebration assembly as well as being celebrated in class in numerous ways.</p>	<p>The impact is seen by how the children approach challenges every day. This could be on the playground, in a game or disagreement, or in class in a complex learning challenge.</p> <p>The impact is that children don't give up, are highly motivated to succeed and achieve and are equipped with all the personal skills to do this.</p>
<p><u>Intention 2: Develop the character of our learners (core value - growing)</u> To develop learners to have a set of values which prepare them for life in a modern and diverse world.</p>	<p><u>Implementation 2: Develop the character of our learners (core value - growing)</u> We explore values that are critical for us to understand and succeed in modern Britain and beyond.</p> <p>Each term, children are taught about a value that they need to demonstrate in order to become good citizens of the world. Our 12 supporting values are: Generosity; Compassion; Trust; Courage; Forgiveness; Justice; Friendship; Respect; Service; Thankfulness; Perseverance and Truthfulness.</p> <p>Our teachers ask learners to undertake positions of responsibility around the school, as we believe that children understand values by seeing them in action.</p>	<p><u>Impact 2: Develop the character of our learners (core value - growing)</u> The impact is that our learners have fully rounded characters with a clear understanding of complex values like equality, friendship, trust etc. Only by really learning what these mean will our learners be able to develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day on the playground, in corridors, and in the many roles we give them. The impact of this intention is seen in the daily interaction of all members of our community, including staff and children.</p>
<p><u>Intention 3: Develop the moral compass of our learners (core values – caring and sharing)</u> To understand spirituality in themselves and others, develop social skills and understand society, build a firm sense of personal morality, and to engage in the culture they live in and understand the cultures of</p>	<p><u>Implementation 3: Develop the moral compass of our learners (core values – caring and sharing)</u> When teachers plan the curriculum, they think about how they can bring an understanding of morality and the wider world.</p> <p>For example they do this through: Social and</p>	<p><u>Impact 3: Develop the moral compass of our learners (core values – caring and sharing)</u> The impact is that our children are motivated by a strong personal sense of morality. They will make decisions for the right reasons and in the best interests of their community.</p>

<p>others.</p>	<p>Emotional Aspects of Learning.</p> <p>The implementation of our curriculum involves inviting people in from local Christian groups to share Christian learning. We also engage pupils with learning about other faiths through our curriculum, visits and visitors.</p> <p>We work collecting and raising money for local charities. We aim to increase our learner's engagement with activities that benefit other members of the community and beyond.</p>	<p>The impact is that our children are able to decide what is right and what is wrong, and will be resilient to the influence of others.</p> <p>The impact is that our children will go out into the world and make a difference in their own life and to others.</p> <p>The impact is that our children will live out our 4 school values of learning, caring, growing and sharing and our school aim which is to 'serve one another in love'.</p>
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Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan for each class. This indicates which topics are to be taught in each term, and we review our long-term plans annually. With our medium-term plans, we outline the content for core subjects. Our short-term plans are those that our teachers write on a weekly basis. We use these to set out the curriculum as a timetable for the week, the learning objectives for each session and to identify teaching strategies and activities we are going to use in the lessons. We adopt a cross curricular approach to curriculum planning. We plan the curriculum carefully, so that there is coherence, continuity, progression and full coverage of all aspects of the National Curriculum and EYFS Curriculum.

Links with Parents

We firmly believe 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 well informed about the way the children are being taught and how well each child is progressing. This takes place through informing parents of the areas to be studied at a Meet the Teacher meeting in the Autumn term then these outline plans are published on the school website. At three points in the year parents are offered a parent teacher consultation. When parents receive their child's annual report, curriculum coverage is stated as well as a report on attainment and progress.

Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice and the Wiltshire Graduated Response to SEND Support (WGRSS) in providing for children with special needs. If a child has special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's curriculum needs within the normal class organisation. If a child has additional curriculum needs we provide additional support outside of the normal lessons and seek advice from outside agencies. For more severe educational needs the local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care Plan (EHCP) when it considers that it may be

necessary for special educational provision to be made for the child or young person as explained in our SEND Policy. Some children may be identified as being more able and talented (MAT) and the school curriculum will also cater for their needs. Please see our MAT Policy.

The Early Years Foundation Stage

The curriculum that we teach in the Reception class meets the requirements set out in the Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in the seventeen areas of learning. Our school fully supports the principle that young children learn through play, and by engaging in well planned structured activities both indoors and outdoors. Teaching in the Foundation Stage builds on the experiences of the children in their pre-school learning and there is a balance between adult led and child initiated activities. Please see our EYFS Policy.

The Role of the Subject Leader

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 pupil progress in that subject area.
- Provide efficient resource management for the subject from within an allocated budget.

The school gives subject leaders non-contact time each year, so that they can carry out necessary duties involved with their role. It is the role of the subject leader to keep up to date with the developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. The subject leader also keeps some evidence which is used to show the achievements of children at each key stage and to give examples of expectations of attainment.

Monitoring and Review

Our Governing Body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented and approves the policies for each subject. We have named governors for all curriculum subjects. The governors liaise with the subject leaders and monitor the implementation of each subject. The Headteacher is responsible for the day-to-day running of the curriculum. The Headteacher monitors the weekly lesson plans for all the teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Ratified by FGB: November 2014

Reviewed: November 2017, March 2019

Next Review: November 2020