

# BYRON COURT PRIMARY SCHOOL CURRICULUM POLICY

## 1.0 INTRODUCTION

- 1.1 At Byron Court the teaching and learning, achievements, attitudes and well-being of all our pupils are important.
- 1.2 We encourage all our pupils to achieve their highest possible standard and develop their skills to become lifelong learners by 'learning to love learning'.

## 2.0 AIMS

- 2.1 To have high expectations of the pupils and ourselves.
- 2.2 To raise levels of attainment for all pupils, enabling them to achieve their personal best.
- 2.3 To develop confident, disciplined and enquiring learners who are able to make informed choices.
- 2.4 To foster self-esteem and personal responsibility linked to respect for the needs and feelings of others.
- 2.5 To facilitate considerate and positive relationships between all members of the school community.
- 2.6 To ensure equal opportunities in relation to gender, race, class, special needs and beliefs.
- 2.7 To value and respect all cultures.

## 3.0 THE ROLE OF THE TEACHING AND LEARNING LEADER

- 3.1 To secure outstanding teaching.
- 3.2 To take responsibility for the development and monitoring of the curriculum provision.
- 3.3 To liaise with class teachers, the Inclusion team, Assessment and Faculty Leaders to ensure that learners' needs are being met and that the curriculum is being followed.
- 3.4 To support staff in their professional development.
- 3.5 To conduct rigorous monitoring of the standards of teaching and learning.
- 3.6 To report to the Leadership Team on any issues related to Teaching and Learning.

## 4.0 THE ROLE OF THE FACULTIES

- 4.1 To ensure good quality resources are available.
- 4.2 To ensure curriculum coverage, continuity and progress for all pupils.
- 4.3 To provide support and training.
- 4.4 To monitor planning and assessment.
- 4.5 To monitor pupil's work.

## 5.0 THE ROLE OF THE TEACHER

- 5.1 To have excellent subject knowledge and provide quality teaching that shows an understanding of progression and the different styles of learning.
- 5.2 To promote spontaneity, good humour and enjoyment for learning.

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- 5.3 To ensure that motivation and enhanced self-esteem are fundamental outcomes of the learning journey.
- 5.4 To create a stimulating environment and atmosphere, where learners feel challenged.
- 5.5 To provide opportunities for learners to become absorbed in the learning experiences.
- 5.6 To be aware of learners' current capabilities so they know what constitutes a challenge and set appropriate whole school and individual targets.
- 5.7 To ensure that Assessment for Learning informs all planning.
- 5.8 To plan for cross curricular learning opportunities that enables the development of skills, the extension of knowledge and the expansion of understanding in meaningful contexts.
- 5.9 To recognise and reward good questions as well as good answers, providing time and space for learners to raise exploratory questions.
- 5.10 To make use of an extended learning environment.
- 5.10 To encourage open-ended investigative activities and experiences to promote curiosity.
- 5.11 To encourage learners to have high expectations of themselves.

## **6.0 THE ROLE OF THE TEACHING ASSISTANT**

- 6.1 To support the class teacher in a range of duties.
- 6.2 To be aware of the needs of all pupils, who are being supported.
- 6.3 To work together with the class teacher to create a positive learning experience.

## **.7.0 IMPLEMENTATION**

- 7:1 The implementation of the Curriculum Policy is the responsibility of the whole school staff and governors.
- 7.2 Faculty Leaders and the Teaching and Learning Leader will carryout rigorous monitoring and evaluations.
- 7.3 The Leadership Team will have a strategic overview of curriculum development and will ensure systems and procedures are in place to meet future requirements in all aspects of the school's provision.

## **8.0 MONITORING AND EVALUATION.**

- 8.1 The Class Teacher will be responsible for assessing pupil progress.
- 8.2 Assessment data will be collected and analysed by the Headteacher, Deputy Head, Inclusion Team, Teaching & Learning and Assessment Leaders. This information will be shared with the Class Teacher and Teaching Assistant.
- 8.3 Pupils already identified as having Special Needs will be monitored closely as will those identified as under-attaining. Information will be shared with the Inclusion Team and additional support will be deployed where necessary.
- 8.4 Planning will be monitored by the Faculties and the Teaching and Learning Leader.

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8.5 The Leadership Team will monitor pupil's books.

8.6 Standards of Teaching and Learning will be monitored by the Teaching and Learning Leader and the Leadership Team.

## **9.0 REVIEW**

**9.1** Date of policy- May 2014

**8.2** Review – May 2017