



Policy for Curriculum

Mission Statement
"To be the best that we can be"

Introduction & Rationale

The following information is taken from the statutory guidance for the National Curriculum for key Stages 1–4 (Dec 2014)

Section 2 The school curriculum in England

2.1 Every state funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental, physical development of pupils at school and of society.*
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*

2.2 The school curriculum comprises all learning and other experiences that each school plans for its pupils. The National Curriculum forms one part of the school curriculum.

2.3 All state schools are required to make provision for a daily act of collective worship and must teach religious education to pupils at every key Stage.

2.4 maintained schools in England are legally required to follow the statutory national curriculum which sets out the programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. All schools must publish their school curriculum by subject and academic year online.

2.5 All schools should make provision for personal, social, health and economic education (PSHE) drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.

Section 3 Aims

3.1 The National Curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

3.2 The national Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the National Curriculum specifications. The national Curriculum provides an outline of the core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

At Johnson Fold CP School we acknowledge that these aims are interdependent and that without the personal development of pupils, spiritually, morally, socially and culturally, their ability to learn and to achieve will be restricted.

What is unique about our curriculum?

Considering our context there is a heavy focus on basic skills teaching and PSHE, particular emphasis is given to developing skills for lifelong learning as well as for emotional and mental health. It is also important for us to provide children with access to a curriculum rich in learning experiences that they may not otherwise receive for example visiting museums and taking part in musical festivals and sporting events. We teach the basic skills discretely and look for opportunities to apply these skills in other areas. It is for this reason that in delivering a curriculum such as ours, we can raise standards of attainment for all pupils as well as ensuring that our pupils grow into well rounded citizens of the future.

Relationship to Mission Statement

In order for children at Johnson Fold CP school, *“To be the best that they can be”* the following elements from our school aims have been identified:

- *We want children to love learning, know how to learn and what helps them to learn. We want them to look upon learning as an adventure and a challenge; children will never say “I can’t” but “I can’t yet!”*
- *We want children to be challenged, supported and receive feedback in order to have as high achievement and attainment as possible.*
- *We want staff to have the opportunity to grow, learn, develop and help others to be assertive, be personally effective and proud of their achievements.*
- *We want children to be happy, kind to others and have a sense of responsibility to themselves, others and their environment.*
- *We want children to have a “suitcase” of happy and stimulating memories and leave Johnson Fold feeling loveable and capable i.e. having high self esteem.*
- *We want to have an effective and supportive relationship with Parents, Governors, the local and wider community and the LA.*
- *We want Johnson Fold to be forward thinking, self improving and spoken highly of by others.*

- **Objectives**

At Johnson Fold CP School we aim to:

- Provide pupils with the knowledge, skills and understanding they need to lead confident, healthy, independent lives.
- Enable children to become informed, active, responsible citizens.
- Encourage children to take part in a wide range of activities and experiences across and beyond the curriculum.
- Promote the full contribution of children to the life of our school and the community.
- Enable children to recognise their own worth, work well with others and become increasingly responsible for their own learning.
- Allow pupils to reflect on their experiences and understand how they are developing personally and socially as they tackle the issues of growing up.
- Develop respect and understanding of common humanity, diversity and differences so that they can go on to form effective relationships that are fulfilling.

Curriculum Organisation

In order to deliver the above objectives the school follows guidance as contained in the National Curriculum and adheres to the Curriculum Overviews for each year group designed by staff.

Planning

For all subjects the long term overview for the year identifies which subjects/aspects/themes will be covered in which term and how these are interlinked and relate to the topic chosen. Medium term plans are then drawn up which outline the knowledge, skills and understanding to be taught as identified in the SEALS and *National Curriculum 2014*, as well as activities and tasks set. Short Term planning is not necessary for subjects other than Reading, Writing and Maths. Support for planning is provided for NQT's and those new to the school. Monitoring of plans is done in conjunction with book scrutinies, lesson observations and discussions with the children. Thus plans will only ever be collected in retrospect. Staff will be provided with support to develop their subject knowledge and approaches to the teaching of the subject to ensure that lessons are correctly pitched at an age appropriate level for the children that reflects what is expected for their age and ensures progress.

Assessment, Reporting & Recording

To make sure that the complete Assessment for Learning loop is being used to inform planning, evidence of this must be visible on the plan or attached AfL sheet. This must address the following:

- Who is being assessed? (Children/group)
- By whom? (Which member of staff/peer/self)
- When? (date and time)
- How? (What method of assessment has been used)
- Next steps?(What do the children need to learn next.)

Assessment in all subjects and PSHE is based on teacher assessments using the SEALS and *National Curriculum 2014* in conjunction with guidance from the Subject Overviews. Records of which are noted on curriculum planning and internal Data Tracking at the end of a topic.

Resources

All resources are stored in the stock cupboard opposite Y2.

Inclusion & Equal Opportunities

In conjunction with the Policy for Inclusion, access to the curriculum at JFCPS is an entitlement for all children from EYFS to Y6. With this entitlement comes the responsibility to meet the needs of all children. Planning for pupils with Special Educational Needs and Disabilities (SEND) is made in the context of the school's policy for Inclusion and linked to the specific needs of the individual children. Teachers provide opportunities for learning from well structured tasks which engage and interest pupils, matched to the needs of all children. Attention should be given to the accessibility of language; use of support where available; use of materials, to support or challenge children. Resources should be used carefully and modified, explained or presented in another format eg audio/visual where necessary. Consideration should also be given to challenging and supporting the most able pupils providing them with opportunities to discuss their work and extend their talents through investigative or problem solving activities and research. Differentiation, self and peer assessment should be built into planning and used

effectively to allow pupils to show what they understand and are able to do. Children with Individual Education Plans will have their needs met according to specific targets outlined on these documents in consultation with the SENCO.

The curriculum will give equal opportunities to children of all backgrounds and ethnicity both boys and girls. Classroom organisation will be used positively to encourage pupils to work together co-operatively and collaboratively. Pupils will be taught to value the opinions of others especially if they are different from their own.

APPENDIX 1

Practical information for staff

Year Group	Subject Overview	Breadth of Study	Expectation
1			
2			
3			
4			
5			
6			

APPENDIX 2

Beginning a topic in EYFS–Y6

- 1) Decide on your title theme – bearing in mind the interest of your children and the breadth of study which needs to be covered as well as what the children have already covered and experienced and still need to do. What areas of learning fit with your theme?
- 2) Find out what do the children know already about the theme and skills they are to cover. Be clear about what is expected for a child of the age group being taught.

What do I already Know ?	What do I need to find out/learn?	What did I learn ?

- 3) Indicate on the Long Term Theme Plan which elements from the EYFS Curriculum or Subject Overviews, you are teaching in that term and indicate on the EYFS Curriculum or Subject Overviews themselves so that you know what you still need to cover.
- 4) Assess the children and record on the subject sheets the names of the children working at age expectation.
- 5) There will be discrete teaching of music approx 1/2hr per week provided by the school specialist.
- 6) There must be weekly timetabled discrete time for PSHE/SEAL as well as evidence to show that issues pertinent to particular year groups and the local environment are dealt with as they arise.
- 7) There will be 2 hrs of discrete teaching of PE using their designated hall slot or outdoors.
- 8) There needs to be ½ hr discrete teaching of French at KS2 or 10 mins a day.
- 9) There needs to be discrete teaching of RE and Science (you may wish to block this time).

This policy links to:
Policy for Teaching & Learning
Policy for the curriculum

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