

St. Laurence C.E. (A) & Foundation Stage Primary School



Curriculum Policy

At St Laurence we provide a well ordered, stimulating and safe environment in which learning can flourish and every child has the opportunity to fulfil their own potential. We aim to create successful learners, confident individuals, and responsible members of the local, national and global community, following our school values of friendship, enjoyment and confidence.

In the Foundation Stage children follow the statutory framework for Early Years and Foundation Stage 2014, which focuses on the three prime areas of learning: Communication and language; physical development; and personal, social and emotional development. In accordance with this, we support children's development in four main areas, through which the three prime areas are strengthened and applied. These are: literacy, mathematics, understanding the world and expressive arts and design.

In the rest of the school we follow the National Curriculum for England and Wales 2014. Year One and Year Two cover Key Stage One; Years Three, Four, Five and Six cover Key Stage Two. The following National Curriculum subjects are taught: English, Mathematics, Science, PE, History, Geography, Art and Design, Design Technology, Music and Computing. Key Stage two also a Modern Foreign Language, which is German. We also teach Religious Education and Personal Social Health and Citizenship Education to all children. Where appropriate we use a carefully planned cross-curricular approach to make meaningful links in learning to enable children to apply the skills they have learnt in a variety of contexts.

Aims

The aims of our school curriculum are: -

- To enable all children to learn and develop their skills to the best of their ability.
- To facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- To promote a positive attitude towards learning, so that children enjoy coming to school, acquire a solid basis for lifelong learning and aspire to do so.
- To create, and maintain an exciting and stimulating learning environment where all pupils are encouraged to take challenge in their learning.
- To develop pupils resilience in a happy and safe learning environment.
- To ensure that each child's education has continuity and progression.
- To enable children to contribute positively within a culturally diverse society. -
- To enable all children to have respect for themselves and others and work cooperatively with others.

- To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process. ·
- To deliver a curriculum that encourages respect for the environment and society.

We offer a broad and balanced curriculum, which enables children to develop their knowledge, skills and attitudes appropriate to their age and ability. The curriculum we provide helps to develop lively enquiring minds, so that children have the ability to question and discuss rationally and are able to apply themselves to tasks, physical skills and social situations. We aim to provide an environment, underpinned by Christian values, where everyone experiences the joy of learning. We believe spiritual development is a core part of school life and embedded in everything we do. As a Church school, spiritual development is based on Christian principles. All those involved in the school share our core values of friendship, enjoyment and confidence.

We are committed to ensuring our children are physically active. Through the PE curriculum children enjoy a range of activities including team games, dance, gymnastics and swimming. We participate in a range of competitions against other schools throughout the year. We also offer a wide variety of extra curricular activities to cater for children's different talents and interests. These vary from term to term but generally include sporting, musical and arts clubs as well as special interest clubs.

Our curriculum is enhanced by special events within school, which includes visiting drama groups, musicians, dance experts, sports specialists as well as historians, local artists and speakers. Visits are made in the local community, day visits and residential visits for Key Stage 2. Special curriculum events and assemblies also enrich the curriculum offered.

We aim to provide a wide range of planned experiences for children to stimulate their interest and imagination and fully extend children of all abilities. We personalise learning, tailoring it to the needs, interests and aspirations of each individual. We aim for all children to access with confidence the different activities offered, regardless of their ability, gender, religion, race or cultural/ethnic background. In order to develop and extend a child's skills and knowledge, we use a balance of teaching methods suited to different learning styles addressing the needs of visual, kinaesthetic and auditory learners.

There are opportunities for whole class, group and individual learning. Practical work involving structured play, observation, exploration and experiment is important in concept development. Attention is also paid to presentation and accuracy. Children are encouraged to reflect on their own progress and achievements and be involved in setting their own targets for improvement.

The curriculum is characterised by the following principles:

Breadth: A broad curriculum introduces the children to a wide range of concepts, skills, knowledge and attitudes.

Balance: A balanced curriculum ensures that each area of learning and experience is given appropriate attention in relation to the curriculum as a whole.

Coherence: A coherent curriculum is planned as a whole to ensure that the different areas of learning and experience contribute to overall progress and achievement.

Relevance: A relevant curriculum takes account of the previous learning of children and their readiness for new experience.

Differentiation: This involves matching tasks to children's individual abilities and aptitudes.

Progression: The curriculum is organised so that children's skills, knowledge and concepts are extended in a systematic way without unnecessary repetition or sharp changes in the levels of achievement expected of them.

The Role of the Subject Leader

- Within the school's organisation each class teacher takes on the responsibility for leading on a subject area. It is the role of subject leader to: -
- Keep up to date with developments in their key area of learning at both national and local levels. -
- Review the way the subjects are taught in the school and plan for improvement, linking to whole school priorities and the school development plan.
- Monitor medium and short term planning, ensuring that there is appropriate progression across the school and that the full National Curriculum is covered
- Lead sustainable improvement through supporting colleagues and others. -
- Audit, order and manage resources to enhance learning experiences for the pupils.

Curriculum Monitoring and Review

Evaluation is essential for the planning and development of the curriculum. The Headteacher is responsible for the overall curriculum. Our governing body is responsible for monitoring the way the school curriculum is implemented. Delegated governors for specific subjects liaise with the subject leader to monitor their identified actions and impact of these on the quality of learning, teaching and provision in the subject.

Signed:

Headteacher

Signed:

Chair of Governors

Date:

November 2015