

Ridgeway Infant School is a safe happy, place where everyone does their best!

CURRICULUM POLICY



Date agreed: 15th NOVEMBER 2016

Minute Ref: FGB 16/037

Signature of Chair of FGB:

Review Due: AUTUMN 2019

Responsibility of the Full Governing Body

CURRICULUM POLICY

Status

Statutory

Purpose

The aim of the policy is to provide an overarching framework which translates the values and aims of the school into effective teaching and learning so that all children reach their full potential. This is particularly significant for children classified as having identified Special Educational Needs or Disabilities, those with English as an additional language, and the more able.

The curriculum is all the planned activities that we organise at Ridgeway Infant School in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum and the Early Years Foundation Stage, 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. We aim to teach the children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they can achieve to their potential.

Our school will:

- teach the Early Years Foundation Stage Framework, National Curriculum, Religious Education and sex and Relationships Education to pupils
- teach about drugs education as per the Personal, Social and Health Education (PSHE) curriculum
- provide a daily act of collective worship
- promote fundamental British values
- avoid political bias
- make provision for pupils with special educational needs and disabilities
- establish procedures for dealing with complaints (see General Complaints).

Values

Our curriculum is underpinned by the values of our school. They are the means by which the school achieves its objective of educating children in the knowledge, skills, understanding and dispositions needed in order to lead fulfilling lives. Children learn to recognise our values by their animal character and catchphrase.

Active Ant links to **teamwork** – “All for one and one for all!”

Busy Bee links to **resilience** – “If I try, try, try, then I can, can, can!”

Considering Chameleon links to **reflectiveness** – “Can I change it? Yes I can!”

Discussion Dolphin links to **communication** – “Listen, Look, Share!”

Proud Peacock links to **creativity** – “Ta-dah!”

Motivated Monkey links to **independence** – “I can do it!”

Aims

Through our curriculum, we aim to help the children to:

- access the National Curriculum, Sex and Relationships Education, Personal, Social and Health Education and the Locally Agreed Syllabus for Religious Education
- develop a positive attitude as a basis for lifelong learning
- develop lively, enquiring minds, learning through play and quality first hand experiences
- acquire basic skills of communication, language, reading, writing and mathematics
- acquire wider understanding, knowledge and skills relevant to adult life
- develop self-esteem, respect and tolerance of others
understand the world in which they live
- understand that individuals, groups and countries depend on each other
- recognise and appreciate their own achievements and those of others
- develop creativity and curiosity in their learning and reflect on spiritual experiences
- be able to question and argue rationally and become independent learners, understanding right from wrong
- understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all

Relationship to other policies

The school policy on the curriculum embraces policies and procedures for admissions, assessment, charging, collective worship, drug education, equal opportunities, health and safety, homework, performance management, race equality, school visits, session times, SEND, sex and relationships education, PSHE, staff discipline, and teaching and learning.

Roles and responsibilities of head teacher, other staff, governors

The **head teacher** will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, the use of language and the use of information and communications technology
- the amount of time provided for teaching the curriculum is adequate.
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum
- the procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with national expectations, and what is required to help them improve

- the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- the governing body is advised on statutory targets in order to make informed decisions.

It is the responsibility of the head teacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended.

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The **governing body** will ensure that:

- it considers the advice of the head teacher when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- National Curriculum test and teacher assessment results are published in the prospectus and in the annual report to parents/carers, and progress towards meeting agreed targets is described
- it participates actively in decision-making about the breadth and balance of the curriculum

Arrangements for monitoring and evaluation

The governing body will receive an annual report from the head teacher on:

- the standards reached in each subject, by every year group, against national averages and similar schools
- the standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks
- the standards achieved by pupils with special educational needs and disabilities
- the number of pupils for whom the curriculum was disapplied, the arrangements which were made, how pupils and parents/carers were informed, how progress was monitored, the progress made by those pupils
- the evidence of the impact of national strategies on standards
- the views of staff about the action required to improve standards
- the nature of any parental complaints.

November 2016