



## Meridian Community Primary School and Nursery

### Curriculum Policy

At Meridian our aim is to deliver an exciting, relevant, broad and balanced curriculum that equips the children with essential skills for life in the 21<sup>st</sup> century. We chose interesting topics which inspire the children to become active learners who develop lifelong learning skills.

The aims of our curriculum are:

- Develop pride in work (handwriting, presentation, etc)
- Develop life skills
- Be part of a learning curriculum in school through the use of whole school topics and core texts
- Take part in community events; locally, nationally and globally including raising money for charities
- Ensure children are literate, numerate and develop emotional literacy/intelligence
- Visit the theatre
- Play an instrument
- Hear live music
- Visit a museum and an art gallery
- Visit a farm, forest and the beach
- Meet and author, poet and scientist
- Visit local landmarks in Brighton and London

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

### Values

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. At Meridian our school values are respect, strength, honesty, responsibility and kindness. We also ensure that our children have a clear sense of British values, e.g. tolerance, democracy, the rule of law, mutual respect and individual liberty.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.
- We value independent learning as a life skill and our curriculum reflects and provides opportunities for this.

### **Aims and objectives**

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability
- to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning
- to teach children the basic skills of English, maths, science and computing
- to enable children to be creative and to develop their own thinking
- to enable children to recognise and utilise their own best learning style
- to teach children about their developing world, including how their environment and society have changed over time
- to help children understand Britain's cultural heritage
- to enable children to be positive citizens in their community and wider society
- to fulfil all the requirements of the National Curriculum and the East Sussex Agreed Syllabus for Religious Education
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

### **Organisation and planning**

We have a fully comprehensive 4 year cycle for EYFS (including Nursery) KS1 and 2 which has been designed with the children at the heart of it. We have thought carefully about our locality and what makes Meridian special. The curriculum ensure that the National Curriculum coverage is comprehensive.

We plan our curriculum in three phases; we agree a long-term plan for each phase which indicates the topics to be taught in each term, and to which groups of children. These also include details of key texts, events, visitors and trips. We review our long-term plans on a regular basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic, as well as the cross curricular links between subject areas. We use Chris Quigley's Essential Curriculum resources to support this process and to ensure progression of skills and National Curriculum coverage.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify the resources and activities we are going to use in the lesson. We plan units and modules in their entirety, and then add in the fine detail based on assessments as they happen, to flesh out the end of the units or modules.

In the Foundation Stage and at Key Stages 1 and 2 we adopt a topic approach to curriculum planning. We plan the curriculum carefully and progressively, so that there is coherence and full coverage of all aspects of the seven areas of the Early Years Foundation Stage and the National Curriculum.

### **Children with Special Needs, including children showing greater depth**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEND policy. We always provide additional resources and support for all children with additional needs, including the rapid grasper.

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 in providing for children with special needs. If staff or parents or carers raise a concern about a child, their teacher will make an assessment under advice from the Inclusion Leader. In most cases the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Support staff or specialist teachers may be used to assist the child.

If a child is working above national expectations, they will be given open-ended questions and tasks and encouraged to follow lines of thought independently.

### **The Foundation Stage**

The curriculum that we teach in the Early Years class meets the requirements set out in the Development Matters and Early Years Outcomes documents, 2012. Our curriculum planning focuses on the Early Learning Goals, Development Matters and Characteristics of Effective Learning and on developing children's skills and experiences, as set out in this document.

In regards to developing reading, writing and maths there are some developmentally significant differences. In the Reception class the children receive whole class input from the teacher in reading, writing, maths and phonics. In Nursery the children are taught in different ways. The children entering school the following year receive small group work in reading, writing, maths and phonics. The children who are aged between 2 and 3 receive small group work based on gap analysis.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Early Years builds on the experiences of the children in their pre-school learning. We build positive partnerships through visits by the Foundation Stage teachers to feeder nurseries in our local area and through transition meetings.

During the Foundation Stage, the adults make continual observations to record the children's progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and carers and the Governing Body.

We are well aware that all children need the support of parents, carers and teachers to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child's progress through the Learning Journey, regular curriculum meetings and stay and play sessions.

### **Curriculum Teams**

There are 4 curriculum teams with representatives from each teaching level (main scale teachers, middle leaders and SLT) in Science and Technology, Creative Arts, Personal Health and Wellbeing and Humanities and Languages. These teams have a lead professional.

The role of the curriculum team is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives curriculum teams non-contact time 3 times a year, so that they can carry out the necessary duties involved with their role. It is the role of each curriculum team to keep up to date

with 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. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

### **Monitoring and review**

Our Governing Body is responsible for monitoring the way the school curriculum is implemented.

The class teacher is responsible for the day to day organisation of the curriculum. The Senior Management Team and subject leaders monitor the lesson planning of all teachers during the year.

Curriculum teams monitor the way their subject is taught throughout the school. The teachers are responsible for the medium and long-term planning which is shared with the subject leader. Subject leaders also have responsibility for the purchase, storage and management of resources.

All staff, including governors, have received safeguarding training and have full CRB checks. All stakeholders will report safeguarding issues to the designated Safeguarding Person, as shown in the Safeguarding (Child Protection) Policy. All opportunities to teach safeguarding in the curriculum are highlighted on all planning in red.

**Danielle Maslen**

**Reviewed May 2017**