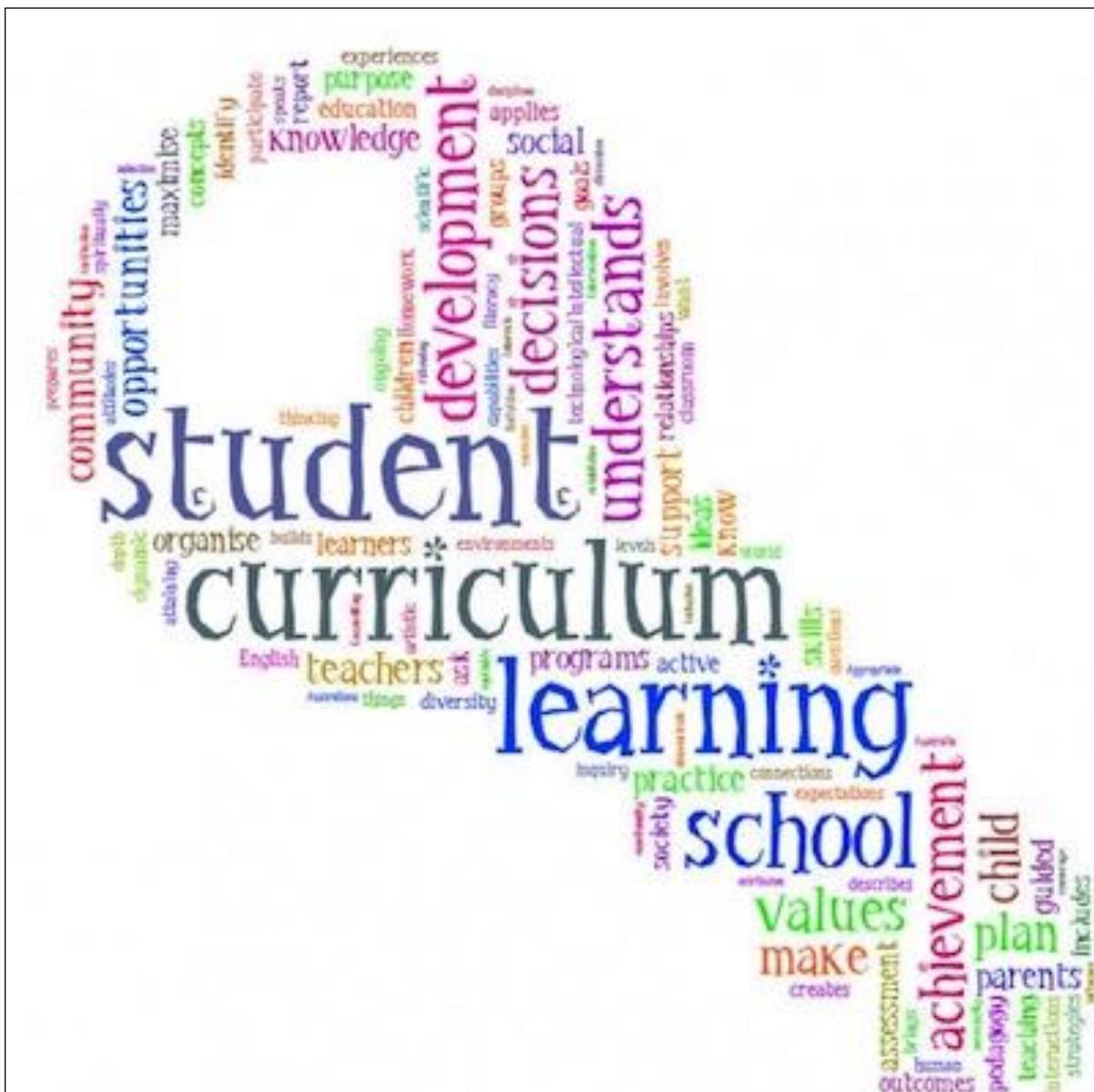


Saltersgate Junior School



Curriculum Policy

PERSONS RESPONSIBLE FOR POLICY:	MRS M E OXER: HEADTEACHER Mrs A Webber: CHAIR OF GOVERNORS
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Updated October 2018
Kelly Hemmingway

Rationale

In England, the National Curriculum is considered to make a lasting impact on pupils' achievement, through setting high standards of expectations, reducing inappropriate repetition of content and providing a balanced coverage of content across the primary phase in all subjects.

The National Curriculum is revised regularly (recently in 2014), to ensure that it is current and providing the children with a rich, broad and balanced curriculum.

At Saltersgate Junior School it is our aim to provide a vibrant and creative curriculum that puts children at its heart. The curriculum consists of many 'Imaginative Learning Projects,' which are superbly thought out and expertly written. The expectations and requirements of the 2014 National Curriculum are adhered to and the children are provided with rich, cross-curricular and creative learning experiences.

Cornerstones excites children's imaginations, inspires them to learn through fun and exciting activities, extends their horizons, deepens their understanding and meets their intellectual and personal needs.

The Cornerstones Curriculum is based on four corners which teachers and children use to work together to create an exciting and stimulating learning environment.

The Four Cornerstones: **ENGAGE** - **DEVELOP** - **INNOVATE** - **EXPRESS**

Objectives

By the end of KS2 and through the curriculum taught, children;

- are secure in their values and beliefs,
- respect others,
- recognise responsibilities as a global community,
- have a sense of worth, purpose and personal identity,
- are able to challenge justice,
- make informed choices,

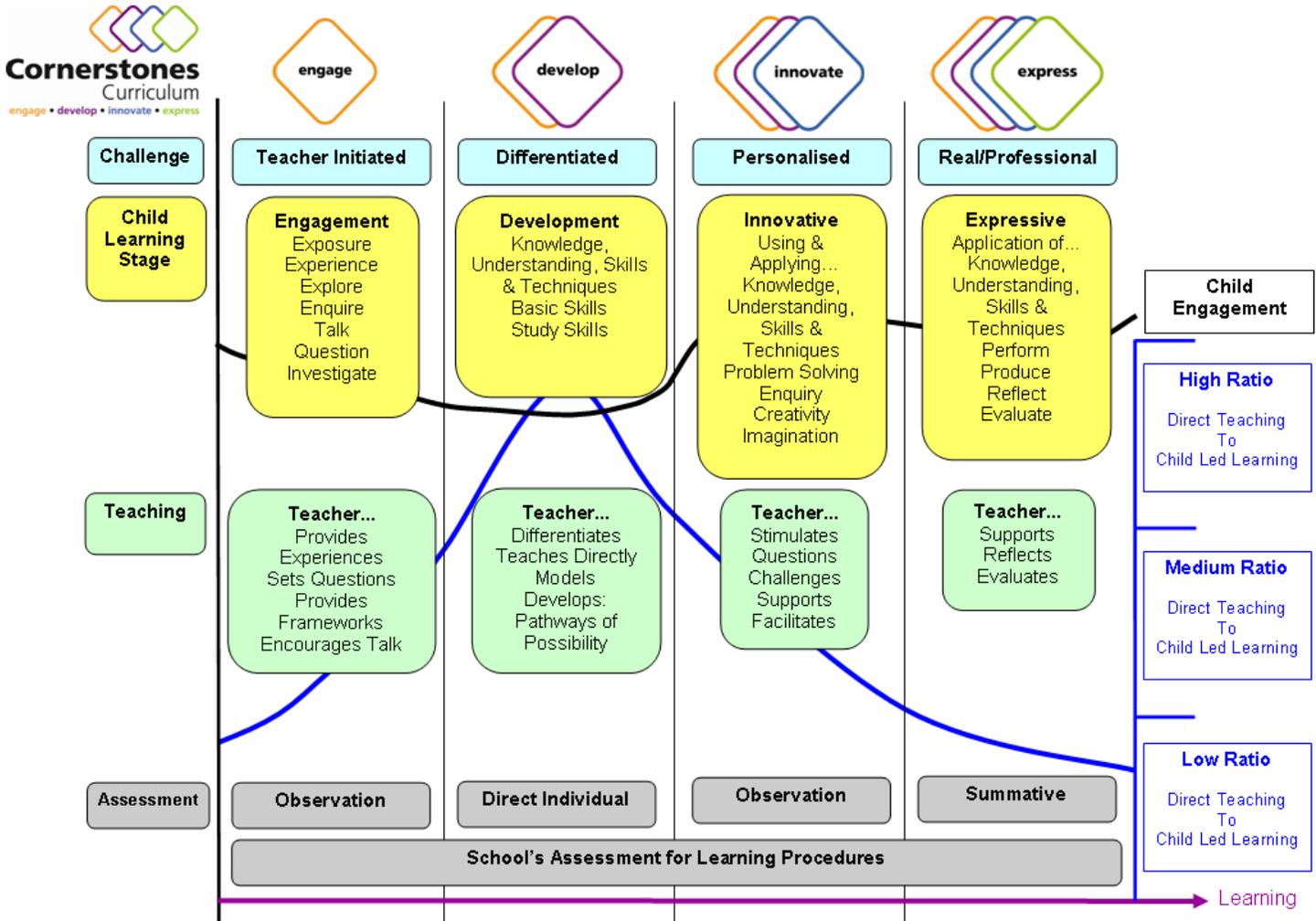
- can handle conflict,
- have enquiring minds,
- can communicate well,
- are able to learn independently and with others,
- have essential learning skills in all subjects.
- are creative and resourceful,
- work co-operatively,
- develop problem solving skills,
- are confident individuals who are able to live safe, healthy and fulfilling lives,
- can relate to others and form good relationships,
- know how to sustain and improve the environment and take into account the needs of present and future generations when making choices

We aim to deliver this through:

- Developing a sense of community and belonging, contributing to our community through direct interaction – making links with local organisations, people and parents;
- Equipping children with skills for life, through practical activities and contextual learning;
- Providing opportunities for children to broaden their outlook on life making links between the local community and the wider world;
- Holding a flexible timetabling approach to make space for true depth of study through the four Cornerstones of Engage, Develop, Innovate and Express;
- Enabling children to find their passions and talents through a child negotiated approach to learning;
- Establishing cross-curricular links to foster a broader understanding;
- Involving parents in open afternoons and theme days
- Bringing learning to life through visits, visitors and theme days.
- Ensuring progression by building on what children already know through the use of AFL techniques
- Allow the children to experience 'real life' enterprise.

Approaches to Learning and Teaching

The diagram below shows the four Cornerstones of Learning we use and outlines the range of Teaching and Learning techniques we use to address all children's needs.



Roles and Responsibilities

The Role of the Headteacher/Senior Management Team.

- To ensure that there is an up-to-date Curriculum policy.
- To identify a Curriculum Leader.
- To determine the ways the curriculum should support, enrich and extend the children's knowledge.
- To ensure that Curriculum is taught in a way to achieve the aims and objectives of the school.

- Alongside the Curriculum Leader - ensure that this policy is successfully implemented throughout the school.
- Ensure that monies are allocated to continue to develop the curriculum alongside national trends.

The role of the Curriculum Leader.

- To inform the rest of the staff about new developments in the Curriculum.
- To identify, organise and provide appropriate training.
- To stay abreast of current developments and advise of actions needed to be included in the School Improvement Plan.
- To advise colleagues on resources needed for the teaching of the curriculum.
- Alongside the Headteacher ensure that this policy is successfully implemented throughout the school.
- To guide and mentor other staff members in their teaching and planning of the Curriculum.

The role of the Teaching Staff

- To plan and teach a broad and balanced curriculum to enable the children to receive the widest possible range of skills.
- To assess and monitor the achievements of the children.

Planning and Coverage

National Curriculum objectives are incorporated into our planning.

An overview of the topics covered within Years 3-Year 6 gives a broad outline and shows progression and continuity in topics and subjects taught in a cross curricular way across school.

Planning - Within the curriculum we cover 24 cross curricular themes which fully cover the current national Curriculum.

These will be reviewed year on year according to children's needs and interests.

Inclusion.

In delivering the Curriculum, teachers should respect individual needs with regard to race, gender and special educational needs including pupils with; physical, emotional, behavioural, learning difficulties and more able pupils.

