

# West Exmoor Federation



# Curriculum Policy

Sept 2018

## **Introduction**

Within the West Exmoor Federation, we believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore and the time to have fun. We are proud to use the National Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong Christian ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. We are continually reviewing and improving the curriculum we offer to our children. The curriculum within the West Exmoor Federation is evolving according to the needs of our children and to the aspirations of our staff and communities.

## **Values**

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 use the community to enrich the curriculum. We value the rights enjoyed by each person in our society. We respect each child in our federation 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 federation. 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 parents/carers and work in partnership with them to enrich the curriculum. Parents/carers are informed about the curriculum through a curriculum overview on the website, newsletters, homework and curriculum workshops, and are positively encouraged to become involved.

## **Aims and Objectives**

The aims of our federation curriculum are:

- To enable all children to understand that they are all successful learners;
- To enable children to understand the skills and attributes needed to be a successful learner;
- To enable children to develop their own personal interests;
- 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 literacy, numeracy and computing;
- To promote a questioning attitude towards the wider world through developing an understanding of science; children;
- To enable children to be creative through art, dance, music, drama and design technology;
- To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life 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 society and to feel that they can make a difference;
- To enable children to understand and respect other cultures, including a basic knowledge of a modern foreign language, ie, French;
- To fulfil all the requirements of the National Curriculum and the Locally Agreed syllabus for Religious Education;
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong;

- 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 self-confidence, and to be able to live and work co-operatively with others;
- To enable children to be active and take responsibility for their own health;
- To enable a child to play a musical instrument;
- To enable children to be passionate about what they believe in and to develop their own thinking;
- To enable children to ask questions and take risks;
- To enable children to develop their intellect including their emotional development.

### **Organisation and Planning**

The federation ensures coverage of the national curriculum through careful planning and a programme of monitoring by the leadership team and subject leads. Teachers will design thematic termly units based upon our Curriculum Map (2016/2020) which allow them to meet the statutory requirements of the national curriculum. Each term will start with a federation 'Wow' Day to inspire and motivate the children. The thematic units will reflect the interests of the children and through discussion the children will input into medium term planning. Breadth and balance will be ensured through careful planning to ensure the termly themes are varied and provide a range of foci as children move through each year group.

Having an appreciation for literature and continuing to improve reading and writing remains a key priority for the federation. The planning of high-quality key texts to draw together the thematic units will support this drive. Grammar, punctuation and spelling will be taught in line with the national curriculum, building on the phonics delivered through the Letters and Sounds programme in EYFS and Key Stage One. This will be overseen by the English subject leader.

Across the federation, mathematics will be taught in line with the national curriculum following the AET medium term planning and assessment tools, using AET and EnRICH as key resource tools. Planning for this will be co-ordinated and overseen by the Mathematics subject leader.

Spiritual, Moral, Social and Cultural aspects of learning underpin all aspects of federation life and the values of the school. The school will take account of the non-statutory guidance material on Personal, Social, Health and Economic education (PSHE) and citizenship when planning the curriculum. Religious Education is planned from the Locally Agreed Syllabus, linked with the thematic units wherever possible. Parents have a right to withdraw their children from R.E. Where parents choose to exercise this right, the school will discuss with them alternative work for the pupil. Such arrangements should not require the school to deploy additional resources. The curriculum for computing is not content specific to allow for the use of computing as an integral part of the thematic units. E-safety and responsible online behaviours will permeate all aspects of federation life.

Assessment of the national curriculum subjects will take place regularly and be moderated by subject leaders and/or the whole teaching staff. iTracker software will provide the structure for these assessments.

### **Development and revision**

Each year, school leaders will evaluate the effectiveness of the national curriculum as a vehicle for raising standards and in delivering the key priorities identified within our Development Plan.

## **Children with Special Needs**

The curriculum in our federation is designed to provide access and opportunity for all children who attend the federation. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents/carers of the child have been consulted. Please see our Special Education Needs and Disability Policy for further information.

## **The Foundation Stage**

The curriculum that we teach our reception children meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the six areas of learning: personal, social and emotional development; communication – language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development. Our federation fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Foundation stage builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the children's first term in school, their teacher begins to assess each child. This assessment forms an important part of the future curriculum planning for each child. 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 parents/carers of each child by having a carefully planned induction process including Thrive workshops for parents/carers. This relationship is nurtured throughout their time in Foundation Stage and onto Key Stage One.

## **Key Skills**

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication;
- Application of number;
- Information technology;
- Working with others;
- Improving own learning and performance;
- Problem-solving.

We strive to develop these skills across the curriculum.

## **Extra-Curricular Activities**

We are committed to developing the whole child. We extend the curriculum by taking the children on trips to support their learning whenever possible, eg, Learning@Bristol. We also offer extra-curricular clubs, including sport, music lessons, cookery, choir, forest school, film club and crafts across the federation. We all have an annual residential visit for children in Year 3/4 and Year 5/6 which links directly the curriculum.

## **The Role of the Subject Leader**

The role of the subject leader 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;
- Report to the governing body on a termly basis;
- Provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught across the federation and plan for improvement. This development planning links to whole-federation 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's Federation Improvement Committee is responsible for monitoring the way the federation curriculum is implemented. The Executive Headteacher is responsible for the day to day organisation of the curriculum and monitors the curriculum through planning, classroom observation, liaising with the subject leaders, etc. Subject leaders monitor the way their subject is taught across the federation. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

### **Review**

The Governing Body will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of the West Exmoor Federation.

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