

Policy on Curriculum

(see also inclusion policy)

1 Introduction

- 1.1 Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.
- 1.2 We endorse the aspirations of the *Learning Challenge Curriculum* and we seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun and inspirational for all.

2 Values

- 2.1 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.
- 2.2 Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:
 - We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse 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, and we organise our curriculum to promote inclusion, cooperation and understanding among 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 want to enable each person to be successful, and we provide equal opportunities for all our pupils.
 - We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
 - We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

3 Aims and objectives

- 3.1 The aims of our school curriculum are:
 - To promote the highest level of achievement for all individual pupils, across all subjects, in a fully inclusive manner regardless of age, gender, background or ability.
 - To provide a rich curriculum and meaningful learning experiences which give pupils a growing knowledge and awareness of the world in which they live, skills to succeed and a passion for learning.
 - To teach, support and embed a 'growth mind-set' for all children - a 'can-do' attitude which

recognises that motivation, hard work and resilience will lead to success, and that challenge should be welcomed and mistakes valued for the contribution that they make towards learning.

- To ensure that all learning is secured according to the principles of 'mastery' – i.e. a deep and solid understanding of concepts and skills, and the ability to use and apply these, are securely in place before the next steps of learning.
- To teach and promote social, moral, spiritual and cultural awareness so that children are well equipped to become active, respectful and responsible citizens.
- To teach, promote and support healthy lifestyles and sustainable physical and emotional well-being.
- To provide children with knowledge and understanding of British Values and their social heritage, and to celebrate the diversity of communities within the UK.
- To regularly take learning beyond the classroom through utilising the outdoor environment, local area and opportunities further afield.
- To regularly review our curriculum provision in order to ensure that this responds to the circumstances of the world around us and continues to promote excellence.

4 Organisation and planning

4.1 We plan a creative curriculum, around a topic which is co-ordinated with our federated school. Both schools have drawn up a Curriculum Map to ensure that a Creative Curriculum approach will ensure a planned progression in the learning. This approach is the coherent approach that EYFS use, and has been adopted to ensure a child centred, highly engaging, rigorous, cross-curricular curriculum. Within this is The Learning Challenge Curriculum which is built around the principle of greater pupil autonomy in their learning. It recognises the importance of deeper levels of knowledge and understanding to underpin pupils' thinking, promoting working at greater depth. The Learning Challenge Curriculum is built around deep thinking and encourages pupils to learn using a big question as a starting point.

4.2 Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. These are cross referenced with the requirements of the National Curriculum 2014. It requires the teacher to monitor very closely how the children are reacting to the Theme and weave in the objectives to maintain their interest and involvement. The subjects to be taught within the National Curriculum are:

R.E.

Language and literacy

Numeracy and mathematics

Art and design

Citizenship

Computing

Design and technology

Geography and history

Languages

Music

Physical education

Spiritual, Moral, Social and Cultural Learning and Religious Education

- Spiritual, moral, social and cultural aspects of learning underpin all aspects of school life and the values of the school. The school has taken account of statutory requirements and non-statutory guidance when planning at all stages. Coverage of SMSC teaching is detailed in our 'Provision for SMSC' document, available on our website.
- 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 pupils.

4.3 Our short-term plans are those that our teachers write to aid their teaching on a weekly basis. They use these to set out the learning objectives for the week, and to identify what resources and activities they are going to need.

5 The curriculum and inclusion

5.1 The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

5.2 If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

5.3 The school provides a learning passport for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The passport also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

5.4 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

- In accordance with our ethos of Growth Mind-set, we believe there is 'room at the top' for everyone. We have removed barriers to expectation and aspiration and enable all children to succeed to the very highest level possible. For this reason, we no longer hold a separate 'Gifted and Talented' register.
- We do not have 'ability sets' for any subjects; there is little evidence for the effectiveness of this, and alternative evidence that it can damage self-esteem and hamper children's progress. If children are grouped according to need, this is done at the point of need and takes into account the full range of evidence available from ongoing formative assessment. Children are presented with a range of differentiated activities and are encouraged and supported to choose the one which will put them in the 'challenge' (as opposed to 'comfort' or 'danger') zone, while children who need additional support receive this individually or within a small group, again at the precise point of need. Children have the opportunity to

self-select activities related to a chilli challenge system. This fosters a more reflective approach from the pupils and high expectations of them from the teacher.

- 5.5 The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). Our schemes of work address the diversity of our society, and reflect the National Curriculum programmes of study.

6 The Foundation Stage

- 6.1 The curriculum that we teach in Foundation 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; understanding the world; physical development; and expressive arts and design. Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities.

Teaching in Foundation builds on the experiences of the children in their pre-school learning.

During the children's first half term in school, the teacher begins to assess each child. This on-going assessment forms an important part of the future curriculum.

Each term in the reception class, the teacher will assess the skills development of each child. They use "The Learning Journey" and Tapestry an online assessment tool which is a formative record of their experiences and learning, to record their Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

- 6.4 We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

7 Key skills

- 7.1 In our curriculum planning, we emphasise the development of both knowledge and understanding skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

8 The role of the subject leader

- 8.1 The role of the subject leader is to:

- Compiling, following, monitoring and evaluating termly Action Plans.
- Monitoring the coverage of NC objectives for their subject(s) across the school
- Evaluating teaching and learning in their subject(s)
- Reporting to SLT and governors on the progress of their subject(s)
- Maintaining an up to date knowledge and understanding of developments in their subject(s)
- Maintaining adequate and good quality resources.

- 8.2 It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which 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 the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into

schemes of work. The subject leader monitors the class teacher's assessment of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

9 Monitoring and review

- 9.1 Our governing body's Standards and Learning committee is responsible for monitoring the way in which the school curriculum is implemented. This committee reviews each subject area during its bi-annual cycle of review and development.
- 9.2 There is a named governor assigned to areas of the curriculum. These governors liaise with the respective subject leaders, and monitor closely the way in which these subjects are taught. There is also a named governor assigned to special needs, who liaises with the SEN coordinator, and monitors the ways in which special needs are addressed.
- 9.3 The head teacher is responsible for the day-to-day organisation of the curriculum. The head teacher ensures that all classes are taught the full requirements of the National Curriculum, and that all plans have appropriate learning objectives.
- 9.4 Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.
- 9.5 This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

Signed:

Date: