



## **St. Bartholomew's C of E Primary School and Nursery**

### **Curriculum Policy**

#### **1. Introduction**

The 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 new National Curriculum (2014), but also the range of extra-curricular activities that the school organises in order to enrich the learning of the children especially with regard to Spiritual, Moral, Social and Cultural experience of the children.

Our curriculum also includes the 'hidden curriculum', or what the children learn from the schools ethos and distinctive Christian character. We aim to teach children how to grow into positive, responsible individuals, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

#### **The St Bartholomew's Way**

Our staff have designed a curriculum that acknowledges the needs of our pupils and the context within which they live. 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.

#### **Intent**

##### **What? – Safe Happy and Flourishing**

'Our' curriculum has been designed with the intention of ensuring our children have the opportunity to:

- 'Learn' beyond the boundary of local community;
- Experience topics that 'expose' them to good quality literature
- Link learning across different curriculum subjects;
- Prepare them to keep safe in an ever changing world

#### **Implementation**

##### **How? – the pedagogy**

'Our' curriculum has been designed to ensure we make learning:

- Relevant;
- Active
- In the outdoors;
- Outward looking.

#### **Impact**

##### **Why?**

We measure the impact of our curriculum through assessing:

- Attainment and progress in academic subjects;
- The breadth of experiences children have to develop them
  - Spiritually
  - Morally
  - Socially and
  - Culturally.
- The knowledge they acquire to enable them to embrace technology;
- how prepared they are for the challenges of growing up in Britain today;
- Their emotional wellbeing through THRIVE.

## 2. Values

- Our school curriculum is underpinned by the 6 distinctive Christian values of:
  - Friendship
  - Forgiveness
  - Perseverance
  - Trust
  - Respect
  - Compassion

These values have been chosen by the children, teachers and parents and are reinforced through worship, behaviour and 'the life of the school'. Values education is linked to the learning behaviours we encourage in the children in order to give them a language to articulate how they can be a 'good learner'.

Friendship – When I am stuck I use my Learning Partner;

Forgiveness – I take risks because if I make mistakes it's not a problem;

Perseverance – If I get stuck I keep trying until I get it right;

Trust – I trust my brain, my teacher, support staff and prompts in my class to help me learn;

Respect – I respect others who think differently to me

Compassion – I understand that not everyone is able to do the same as me.

- Our school community is in full agreement with the values statement included in the National Curriculum (2014). 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.
  - value the spiritual and moral development of each person, as well as their intellectual and physical growth;
  - value the importance of each person in our locality. We organise our curriculum so that we promote co-operation and understanding between all members of our community;
  - value the rights enjoyed by each person in our society.
  - respect each child in our school for who they are, and we treat them with fairness and honesty.
  - we aim to enable each individual pupil to be successful, and we provide equal opportunities for all the children in our school;
  - 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.

## 3. Aims and objectives

- The aims of our school curriculum are:
  - to enable all children including Special Needs and Gifted and Talented 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 literacy, numeracy and computing;
  - to enable children to be creative and develop their own ability to think and challenge themselves;
  - 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 and values specific to Britain today;
  - to enable children to be positive citizens in society;
  - to fulfil all the requirements of the National Curriculum and Locally Agreed Syllabus for Religious Education (Worcestershire);
  - 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 trust and respect, 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.

#### 4. Organisation and planning

- the rationale for our curriculum is that it excites children with 'wow' moments that:
  - inspire them;
  - takes them beyond their immediate environment to expand and extend their horizons and ambitions;
  - build on their experience and is based in the belief that childhood is a 'special time' that should be treasured in its own right.
- We plan our curriculum in three phases from the Foundation Stage to the end of Key Stage 2. We agree a long-term plan for each year group. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.
- With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Our foundation subjects are based on skills development and we make use of schemes of work for much of our medium-term planning in the foundation subjects.
- 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 success criteria, resources and activities for the lesson.
- In all Key Stages and Foundation Stage we adopt a cross curricula topic approach to curriculum planning based on an inspired central text. We plan the curriculum carefully so that all aspects of the National Curriculum and early learning goals are covered, and there is planned progression in all curriculum areas. At our school we place an emphasis on the core and foundation subjects. This means that, for example, a child may concentrate in one term on a history topic, and then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of Curriculum subjects. We emphasise the need for cross-curricular work and this is built into the long, medium and short-term plans.

#### 5. Children with special educational needs

- The curriculum in our school is designed to provide access and opportunity for all children who attend the school.
- A high proportion of our pupils have a range of significant SEND and because of this we are working to develop specialist provision by training staff, buying resources and creating an environment that supports all children;
- If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of those children have been consulted.
- If a child has a special need, our school does all it can to meet these individual needs. We strive for high standards of 'ordinarily available' provision to ensure class rooms are supportive of a range of needs without any one child or group being 'singled out'.
- We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities, which meet the child's needs within the normal class organisation. If a child's need is more severe, we, if necessary, use the support provided by Teaching Assistants, and we involve the appropriate external agencies.
- The school provides an individually planned set of interventions for each of the children needing SEN support and this are outlined on Class Provision Maps. The ongoing review of children with SEND is central to class Pupil Progress Meetings where class teacher accountability is emphasised. The progress of each SEND child is the responsibility of class teachers supported by the SENCO (head teacher), Phase Leader, and Officer for Vulnerable Children and the SEND leader.
- The plan do review model is as the heart of SEND provision and where reviews show limited progress the expectation is that a change is made to ensure the child's progress is not adversely affected.

- Investment in the expertise of external agencies such as a specialist teacher, SALT teacher and Education Psychologists ensures teachers have access to recommendations and strategies that will help individual pupils.

## **6. The Foundation Stage**

- The curriculum that we teach in the Foundation Stage meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.
- Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children's early learning.
- During the children's first half term in the reception class, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.
- We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.
- We have workshop sessions where parents are invited into school to work with their child.

## **7. Key skills**

- In our curriculum planning we plan to help children develop these skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop their true potential.
- The following skills have been deemed 'key skills' in the new National Curriculum:
  - communication;
  - application of number;
  - computing
  - working with others
  - improving own learning and performance
  - Problem solving.

## **8. The role of the subject leader**

- Focus subjects are determined on an ongoing cycle. English, Maths and Science are areas of ongoing development
- The role of the subject leader is to:
  - provide a strategic lead and direction for individual subjects;
  - support and offer advice to colleagues on issues related to the subject;
  - monitor pupil progress in that subject area and monitor planning, lessons and outcomes;
  - provide efficient resource management for the subject.
- The focus for school development is within these phases. This development planning links to whole-school objectives. Subject Leaders review the curriculum plans for their subject in collaboration with the rest of the staff, ensuring that there is full coverage of the National Curriculum and that progression is planned.

## **9. Monitoring and review**

9.1 The head teacher is responsible for the day-to-day organisation of the curriculum. The head teacher and senior staff monitor teaching and learning, ensuring that all classes are taught the full requirements of the National Curriculum.