



Date approved by Trustees:

Date of review:

Signed:

Curriculum Policy

1 Introduction

- 1.1** 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, 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.

2 Values

- 2.1** Our schools' 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 schools are compliant with the aims stated in section 3.1 and 3.2 of the National Curriculum in England: Framework for Key Stages 1 to 4. These are the main aims 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.



3 Aims and objectives

3.1 The aims of our schools' 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 and Computing;
- to enable children to be creative and to develop their own thinking;
- 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;
- 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 high self-esteem, and to be able to live and work co-operatively with others.

4 Organisation and planning

4.1 We plan our curriculum in three phases. We agree a long-term plan for each key stage. 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.

4.2 With our medium-term plans, we create an overview of what is to be covered in each subject area each term. We use the Early Years Foundation Stage Framework and The New National Curriculum to inform coverage.

4.3 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 what resources and activities we are going to use in the lesson.

4.4 In the Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of The New National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas.

4.5 The four elements of The Arts are treated separately as independent disciplines but integrated within our cross curricular, contextualised lesson plans.



5 Children with special needs

- 5.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. 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 the child have been consulted.
- 5.2 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 SEN 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 consider the child for a statement of special needs, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.
- 5.3 The school provides a provision map for pupils receiving intervention programmes and writes an Individual Educational Plan (IEP) for each of the children who are receiving support from outside agencies or have an Education, Health or Care Plan. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

6 The Early Years Foundation Stage

- 6.1 The curriculum that we teach in the nursery and reception classes meets the requirements set out in the revised Early Years Foundation Stage Curriculum. **We promote a personalised curriculum and plan from the pupils' interests. From observations we are able to build on the children's learning and plan appropriate next steps.**
- 6.2 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 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.
- 6.3 During the children's first term in the reception class, their teacher makes a baseline assessment 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.
- 6.4 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 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.

7 The hallmarks of an outstanding curriculum

- is underpinned by aims, values and purpose
- develops the whole person - knowledge, skills, understanding and attitudes
- is broad, balanced and has clear progression in subject knowledge and skills
- is filled with rich first-hand purposeful experiences
- is flexible and responsive to individual needs and interests
- embeds the principle of sustainability
- has an eye on the future and the needs of future citizens
- encourages the use of environments and expertise beyond the classroom
- makes meaningful links between areas of knowledge across the curriculum and the major issues of our time
- has a local, national and international dimension

8 The role of the subject leader

8.1 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;
- provide efficient resource management for the subject.

8.2 The school gives subject leaders non-contact time each term, so that they can carry out the necessary duties involved with their role. 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 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. The subject leader may also keep a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

9 Planning, Monitoring and Review

9.1 Planning

The staff recognise the need for effective planning and to this end we plan as a whole staff in the long term and in year groups in the medium term. Each Year Group now has a reading spine around which the curriculum is delivered. The New National Curriculum is broken down into manageable pieces under each of the book headings. Areas which do not fit readily into topics are taught in 'block'. The staff then produce schemes of work which they discuss at year group meetings to ensure progression and to make amendments. Day to day plans are the responsibility of the class teacher. We do reflect on these during the year to make sure that the format still meets requirements and is an effective means of recording lessons to be taught. Observations and assessments are recorded on a daily basis and inform future plans and termly assessment records.



Subject Policies are reviewed in a cycle as part of the School Improvement and Development plan.

Evidence from...

The class teacher

Evidence is gathered by the class teacher in relation to learning outcomes from the lessons taught. This evidence then informs future planning (see also Marking Policy).

The Classroom Assistant

The class teacher is responsible for planning and informing the classroom assistant. If the assistant is working with S.E.N. registered pupils the class teacher provides them with a copy of the child's IEP. The teacher discusses learning outcomes and observations with the classroom assistant. This also informs planning for future lessons.

Subject leader

Each full-time teacher is responsible for co-ordinating a subject area throughout both Foundation Stage and Key Stage 1.

Co-ordinators lead subject review meetings and these are logged with focii set for the future. Each subject leader has completed a Subject Action Plan sheet as part of the Performance Management cycle which, in turn, will feed into the School Improvement and Development Plan. The subject leader is given non-contact time to observe the subject they are responsible for being taught and to monitor planning work folders and books – a log is kept of all non-contact time. The subject leader is also responsible for resources at both key stages.

As part of the Performance Management process targets are set for both the teacher's professional development and pupil progress. In order to set pupil progress targets a tracking system is in place for areas of English, Maths, Science ICT and RE which cover Foundation Stage and Key Stage 1. These targets are reviewed termly and help to inform future planning.

The Head of School and Executive Headteacher

The Head of School and Executive Headteacher ensure that the schools subject policies are put into practice and that the staff are equipped with the time and resources to teach each subject area. She also ensures that the co-ordinators are able to carry out their role by releasing them from their classrooms. The Head of School and Executive Headteacher produce a report on curriculum progression as part of her termly report to governors.

Trustees

Each trustee has specific areas of responsibility which includes a target from the School Improvement and Development Plan.



Local Governing Body

Each governor is responsible for a subject area. All governors have a copy of the school policies. Governors are invited in to observe the subjects being taught and to make a brief report on their visit. We have in place a school Trustee and Governor Visits Policy. The governors then report their findings to the Local Governing Body. The Governing Body is informed of curriculum progression termly through a Headteacher's report. These reports are used to inform the School Improvement and Development Plan and the Trustees.