



## Policy on Curriculum

Adopted by the Performance and standards committee April 2012

Reviewed and revised November 2014

Next review Autumn 2016

### 1 Introduction

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 2014, 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.

We seek the highest standards of attainment for all our children and 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.

### 2 Values

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.

Our key values are:

- To take pride in your school and community
- To do your BEST.
- To be honest.
- Respect yourself and others.
- To show good manners.
- To care for others.

### 3 Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to enable children to keep themselves safer in a variety of situations;
- 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 oracy, literacy, numeracy and computing;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;

- to enable children to be positive citizens;
- to fulfil all the requirements of the National Curriculum 2014 and the Warwickshire Revised Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to distinguish 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 live and work cooperatively with others.

#### **4 Organisation and planning**

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 this long-term plan on an annual basis.

Through our medium-term plans, we give clear guidance on the learning intentions, teaching strategies and learning outcomes for each topic. We underpin our curriculum planning with the key skills, milestones and routeways from the National Curriculum. We also pitch our curriculum planning to ensure children work at age appropriate levels or milestones in their learning across the curriculum.

Across the school we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

However we teach the foundation subjects separately where it is appropriate to do so. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects.

#### **5 The curriculum and inclusion**

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.

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 seek additional support from external agencies e.g. SALT, EIS etc before we consider the child for an Educational Health Care Plan. We involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

The school provides an Individual 'my Learning plan' for each of the children who are on the special needs register. This sets out the nature of the special need, strengths and interests the child has and outlines how the school will aim to address gaps in their learning. The 'my learning plan' also sets out next steps or areas for improvement, so that we can review and monitor the progress of each child at regular intervals.

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.

## **6 The Foundation Stage**

The curriculum that we teach in the Nursery and Reception classes meet the requirements set out in the EYFS guidance produced in 2012. Our curriculum planning focuses on the Development Matters, as set out in these documents, and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

Each term in the reception class, the teacher will assess the skills development of each child, and record this in the Foundation Stage Profile. 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 adults at homes and the teachers and other adults 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 The role of the subject leader**

The role of the subject leader is to:

- provide lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time each term, so that they can carry out their duties. 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 also keeps a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

## **8 Monitoring and review**

Our governing body's performance and standards 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.

There is a named governor assigned to each of the following three areas: literacy, numeracy and Computing. 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.

The head teacher is responsible for the day-to-day organisation of the curriculum. The head teacher monitors the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Subject leaders monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

**Signed:**

**Date:**