



## Draft Curriculum Policy Jan 2015

### 1 Introduction

- 1.1** The curriculum comprises 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 our own School Curriculum, which combine seamlessly to provide a framework of core knowledge, around which we plan exciting, stimulating, active and enquiry-based learning opportunities. This is further enhanced by 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 independently and co-operate with others while developing knowledge and skills, so that they achieve their true potential.
- 1.2** The focus of the new National Curriculum (September 2014) is to
- Learn fewer things in greater depth □ Ensure secure and deep understanding
- As a result, our curriculum has become more stream-lined without losing key elements that we feel are important as children progress through the school.

### 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 as responsible citizens.
- 2.2** Our Curriculum is founded on the main values of our school:
- 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 school curriculum are:

- to promote the spiritual, moral, cultural, mental and physical development of all children in order that they 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 basic skills in literacy, numeracy 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

Throughout School, we adopt an inter-disciplinary topic approach to curriculum planning. A detailed Long Term Plan ensures continuity and progression throughout each area of the curriculum.

#### 4.1 We plan our curriculum in three phases

#### 4.4 In the Foundation Stage, the curriculum that we teach 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

In Key Stage 1 a two-year Long Term Plan ensures planned progression in all curriculum areas.

#### 4.5 At Key Stage 2 a four-year Long Term Plan provides every child with the opportunity to experience the full range of curriculum subjects and skills.

Literacy and Numeracy are planned on a weekly basis for each Class. Learning activities are differentiated and tailored to meet the varying needs of each group of learners.

### 5 Children with special needs

The individual needs of all our pupils, including those with SEND, are supported whenever possible within the classroom. This enables them to access the same broad and balanced curriculum and ensures equality of provision for all.

**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 in consultation with parents. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs.

**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**

**9** Monitoring and review

**9.1** Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its bi-annual cycle of review and development.

**9.2** We have named governors for literacy, numeracy, ICT and Special Needs. The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.

**9.3** The headteacher is responsible for the day to day organisation of the curriculum. The headteacher monitors the weekly lesson 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.

**9.4** Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

**Signed:**

**Date: January 2015**