West Ashton Church of England Primary School

Curriculum policy

'You will shine among them like stars in the sky.'

Philippians 2:15

Introduction

Every state-funded school must offer a curriculum which is balanced and broadly based and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

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 National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. We aim to teach children how to grow into positive, resilient, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Our school curriculum is underpinned by the Christian 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.

In addition to our Christian Values, our school is in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England. This statement and our values are the building blocks of our curriculum.

Therefore:

- We value the Christian ethos of our school and all that we do is done with due regard to this.
- 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 what 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.

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 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, scientific enquiry, 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; and
- to enable children to deal with a rapidly changing world where the pace of change is exponential

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 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. As we have adopted the National Literacy and Numeracy Strategies for our school, we take our medium-term planning directly from the guidance documents. Other foundation subjects are based on skills development and we make use of national schemes of work for much of our medium-term planning in the foundation subjects. Medium term plans clearly indicate what skills are being taught in relation to the National Curriculum

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.

Throughout the school 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 National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

Historically at upper Key Stage 1 and at Key Stage 2 the curriculum at our school has placed a greater emphasis on the core and foundation subjects than it has at Key Stage 1, and so subjects have been taught separately. Whilst we wish to maintain rigour in the teaching and learning in core and foundation subjects, we wish to further develop cross curricular links with in our planning. Over the six terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

Children with special needs

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.

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, if necessary, use the support provided by TA's, and we involve the appropriate external agencies, for example the Behaviour Support Service.

The school provides a My support plan 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 the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

The Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the Statutory Framework for the Early Years Foundation Stage (published by Dfe March 2012) and Development Matters in the Early Years Foundation Stage (Early Education – The British Association for Early Childhood Education 2012). Our curriculum planning focuses on developing children's skills and experiences, as set out in these documents.

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.

During the children's first term in the reception class, their teachers begin 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 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.

Key skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;
- information and communication technology;
- working with others;
- improving own learning and performance;
- problem-solving.

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 to their true potential.

8. The role of the subject leader

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;
- contribute to the school's self assessment

The school gives subject leaders negotiated non-contact time, 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.

Monitoring and review

Our Academy council's Standards, are responsible for monitoring the way the school curriculum is implemented. This committee should establish a review timetable and review each subject area in accordance with it.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher monitors medium term planning, thereby ensuring that all classes are taught the full requirements of the National Curriculum. The Headteacher also makes regular tours of the school to ensure all children are engaged in their learning.

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. They undertake learning walks and book scrutinise. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years or as sooner if deemed necessary.

Date : Dec 2018
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