

*West Ashton Church of England
Primary School*

WEST ASHTON



SCHOOL



Acorn
Education Trust

Curriculum policy

Dated Oct 2021

Review Oct 2022

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

Philippians 2:15

What is our vision?

At West Ashton, we aim to give every child the necessary skills to equip them for whatever future they perceive for themselves. We believe that we should enable them to aspire to a future that they may not even think is possible yet.

We will ensure that every child at West Ashton firmly believes, 'You will shine among them like stars in the sky.' Our children will shine in society, contributing and prospering wherever their future takes them.

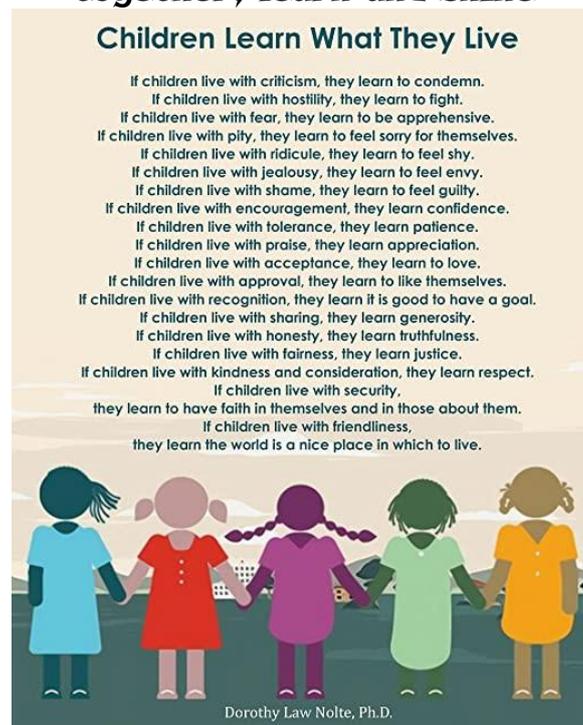
How will our vision be achieved?

Every member of staff at West Ashton believes that our vision will be achieved if we provide our children with an environment, underpinned by our Christian and British values, in which they can....

together, learn and shine

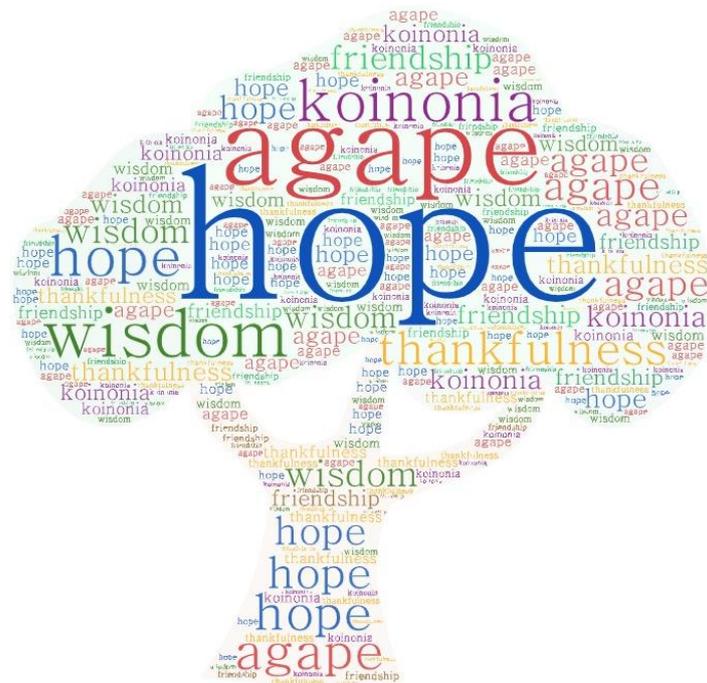
We aim to effect the environment we create at school so that we can....

together, learn and shine



We aim to ensure the environment we create at school is underpinned by Christian and British values in order to maximise our opportunities when we can....

together, learn and shine



Our aim	Our beliefs and values	Our strategy
Our children will...	Why?	What will we do?
together the development of community spirit	The Christian values that underpin everything we do will enable our children to become positive role models in society, to 'shine like a star in the sky' and grow into responsible young citizens in the world we live in today and will live in tomorrow.	We will promote a community, both within school and as part of the wider world, of kind, thoughtful and respectful learners so that children flourish academically, spiritually, socially and emotionally, today and in their future.
learn the development of wisdom, knowledge and skills	As firm believers in developing growth mind-sets, we recognise that inherited traits are only part of the story of where we may end up. The environment we create, the culture of hard work and determination which we encourage, and the	We will develop learners who aspire to dream, who recognise their own goals and the role they play in achieving these. We will promote growth mind-set. We will reward effort and attribute success to hard work, resilience,

	<p>recognition that we are able to increase knowledge through learning has a significant impact on our future success.</p>	<p>resourcefulness and determination</p>
<p>shine the development of individual character, hope, aspiration, courageous advocacy</p>	<p>By designing and delivering a rich and varied curriculum, we provide our children with the opportunity to develop positive learning attitudes and an environment in which they can flourish and thrive.</p>	<p>We will provide a curriculum that allows every child to experience a wide range of opportunities and achieve excellent outcomes.</p>

together, learn and shine

What will you see as we focus on our aims?

All staff and children receive the same messages regarding expectations of conduct, behaviour and work ethic to ensure that our environment is conducive to effective teaching and learning taking place, whilst providing a safe space for children to confidentially take learning risks. All staff recognise that learning takes place when adults and children alike are given the opportunity to go beyond their comfort zone and our growth mind-set philosophy supports this.

We want to inspire a life-long love of learning and deepen thinking.

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 core 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.

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 our community. We aim to include community within our curriculum so that we promote co-operation and understanding between all members of our community.

- we value the British values enjoyed by each person in our society. We teach about British values and these underpin our curriculum.

- 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. Intent The aims of our school curriculum are:
 - to enable all children to learn and develop their skills for life.

Curriculum Intent Statement

At West Ashton, we have developed our curriculum alongside our Christian vision and values and it is rooted in our vision and ethos which arises from Philippians 2:15 which ensure we give every child

the opportunity to 'shine among them like stars in the sky' and become the best they can be.

We believe your child brings their own gifts, thoughts, experiences and skills to our school. We use these to provide all our children with an engaging and empowering curriculum that equips them with the knowledge and the cultural capital they need to prepare them for life.

Our curriculum is designed to ensure the development of key skills in each subject throughout your child's educational journey, alongside experiences that enrich that journey.

There is a high focus on developing children's moral, spiritual, social and cultural understanding.

Every child is recognised as a unique individual and we celebrate and welcome the differences within our school community.

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 English, Maths, 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 cooperatively with others; and
- to enable children to deal with a rapidly changing world where the pace of change is exponential

Implementation - 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 4 each topic. 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.

The curriculum is split into core and foundation subjects. Whilst we wish to maintain rigour in the teaching and learning in core and foundation subjects, we continue to develop cross curricular links within our planning. Over the six terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subject..

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 nursery and 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. 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 nursery and 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.

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 are responsible for monitoring the way the school curriculum is implemented. 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 soon as deemed necessary.

Date : Dec 2020

Review date Dec 2022