

Curriculum Policy

Great Ponton CE Primary School



Approved by:

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December 2020

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December 2022

Intent

-To promote a passion for lifelong learning and equip the children with the knowledge and skills that they will need as a learner/citizen in the 21st century and as they journey through the school.

-To enhance and develop our children's social, moral, spiritual and cultural awareness and to understand the importance of being a member of a church school.

-To help children to understand their local heritage and how this links into Britain's culture.

-To enable our children to develop their knowledge and a broad range of skills to embrace the creative curriculum.

-The curriculum is designed to meet the needs of our diverse learners and learning styles.

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 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. The new National Curriculum took effect in September 2014 and remains unchanged. It allows more flexibility for the teaching of subjects in school, more opportunities to challenge our pupils through the different subjects and gives schools more control over what, how and when lessons are taught.

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.

2.2 These are the main values 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 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 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 enable children to be positive citizens in society;
 - to understand and celebrate British Values
 - to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education (SACRE);
 - to teach children to have an awareness of their own spiritual development, and to understand right from wrong eg: through SEAL (*Social Emotional Aspects of Learning*), PSHE (*Personal Social Health Education*) and SRE (*Sex & Relationship Education*)
 - 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. As we have mixed aged classes across the school time and care is taken to produce an effective teaching programme for each class. We review our long-term plan on an annual basis.
- 4.2 With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. For example we design our medium-term planning directly from the NC guidance documents and short term planning is prescribed through the schemes of work we have purchased for Literacy and our maths is planned in using a range of resources. We use the national schemes of work for much of our medium-term planning in the foundation subjects.
- 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 (EYFS), Key Stage 1 and Key Stage 2 we adopt a topic approach to curriculum planning (Creative Curriculum). We plan this curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals (in EYFS), and there is planned progression in all curriculum areas. Opportunities are given for child initiated activities throughout the curriculum. In some instances these activities may be child led or they might be adult led.

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 (2014) 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 an Educational Health Care Plan (EHCP), and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs. Our SEN Local Offer is available to view on our website.
- 5.3 The school provides a Provision Map for all pupils with SEN and a Personal Learning Plan (PLP) may also be formulated for children who are on the special needs register. These set out the nature of the special need, and outlines how the schools will aim to address the need. They also set out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Pupils requiring help from external agencies will be identified and assessed by the relevant agency and any work that they suggest the pupil may need to do will be included in the pupil's weekly timetable.

6 The Foundation Stage (EYFS)

- 6.1 The curriculum that we teach in the EYFS reception year 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, as set out in this document.
- 6.2 Our school fully supports the principle that young children learn through play (in all areas including outdoors), including a variety of adult and child led/initiated activities 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 year, their teacher makes a baseline assessment to record the skills of each child on entry to the school and to help inform planning. This assessment forms an important part of the future curriculum planning for each child. During the course of the year a Foundation Stage Profile (e-Profile) is completed on each child in Reception and it informs us of each child's progress towards the completion of the Early Learning Goals.
- 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 role of the subject leader

- 7.1 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.
- 7.2 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 also keeps a selection 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. The subject leaders are given the opportunity to observe their subject in action across the school. We have subject leaders for Literacy and Numeracy at our school due to the nature of the school size. All subjects are monitored by the head teacher and teaching staff throughout the year.

8 Monitoring and review

- 8.1 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.
- 8.2 We have named governors for all subjects along with SEN. The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.
- 8.3 The head teacher is responsible for the day to day organisation of the curriculum. The head teacher monitors subject/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.
- 8.4 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.