



## CURRICULUM POLICY

Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. This includes our formal teaching, which is largely based on the requirements of the National Curriculum formal requirements of the National Curriculum, and also includes 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 endorse the aspirations concerning curriculum that are set out in all DfES documents and we seek the highest standards of attainment for all our children. We 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. Above all we believe in making learning fun.

### 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 school is in full agreement with the values statement included in the introduction to the **National Curriculum Handbook for Teachers in England**. These are the main values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse 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, and we organise our curriculum to promote inclusion, cooperation and understanding among 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 want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

### AIMS

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, Science and Information and Communication Technology (ICT);
- 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 enable children to be positive citizens;
- 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.

## **ORGANISATION AND PLANNING**

We plan our curriculum in two phases. This indicates what topics are to be taught in each term, and to which groups of children.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each subject. As we have adopted the National Numeracy Strategy for our school, we take our medium-term planning directly from the guidance document. We also refer to the national schemes of work for much of our medium-term planning in the other subjects.

We set out the learning objectives for each session, and identify what resources and activities we are going to use in the lesson.

In the Foundation Stage (i.e. Reception), 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 Early Years Foundation Stage, and there is planned progression in all curriculum areas.

In Key Stage 1,2 and 3 (i.e. classes 1 – 7), we teach all subjects separately, using specialist teachers for each one.

## **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. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. We always provide additional resources and appropriate support for children with special needs.

Some children in our school may 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 EARLY YEARS FOUNDATION STAGE**

In the reception class, our curriculum planning focuses on the Early Learning Goals, 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. Teaching in the reception class builds on the experiences of the children in their Nursery and pre-primary learning.

Each term in the reception class the teacher will assess the skills development of each child, and record this in the Early Years 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 both the parents and the teachers 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.

## KEY SKILLS

The following skills have been deemed 'key skills' in the revised National Curriculum. We believe they are important in this school:

- *communication;*
- *application of number;*
- *information technology;*
- *working with others;*
- *improving one's own learning and performance;*
- *problem-solving;*
- *scientific investigation.*

In our curriculum planning we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop 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 advise colleagues on issues related to the subject;*
- *monitor pupils' progress in that subject area;*
- *provide efficient resource management for the subject.*

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.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

## MONITORING THE EFFECTIVENESS OF THIS POLICY

The Principal is responsible for monitoring the way the school curriculum is implemented and is responsible for the day-to-day organisation of the curriculum. The Principal also monitors the weekly lesson plans for all teachers, ensuring that all lessons have appropriate learning objectives.

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

<b>Headmaster:</b>		<b>Date:</b>	
<b>Principal:</b>		<b>Date:</b>	