

Colburn Community Primary School

Policy on Curriculum

Introduction

Our school's 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 2014/Foundation Stage Curriculum, but also 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 the curriculum that are set out in the DfES document Excellence and Enjoyment 2003 and Every Child Matters 2005 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.

These are the aims 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 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 English, Maths and 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 help children understand Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- 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 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 three phases. We agree a 1 year plan for KS1 and KS2. These indicate what themes and topics are to be taught in each year. We review our long-term plans at the end of each cycle.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. We use the National Curriculum as a guide for our school and from this we have developed progression documents to support our medium-term planning in the foundation subjects. The majority of medium term planning in the foundation subjects is based on key skills identified from the National Curriculum document being delivered through a themed learning approach.

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.

In the Foundation Stage, and at Key Stage 1, 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 National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

In Key Stage 2, we teach the foundation subjects through a themed approach. This means that, for example, a child may use the context of Ancient Egypt as a vehicle for delivering key skills taken from the National Curriculum. They may still concentrate in one half term on a history topic, and then switch to a greater emphasis on geography in the next half term. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects.

The curriculum and inclusion

The curriculum in our school is designed to be accessed by all children who attend the school.

If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the revised SEND Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for a care plan, and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

The school provides an Individual Educational Plan (IEP) 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

it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). Our schemes of work address the diversity of our society, and reflect the National Curriculum programmes of study.

The Foundation Stage

The curriculum that we teach to our reception group meets the requirements set out in the revised National Curriculum at Foundation Stage, revised Development Matters Document and the guidance produced for implementation in September 2012. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, 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 group builds on the experiences of the children in their pre-school learning in our Foundation Stage Unit. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area to support children joining school in Reception who have not previously been part of our Nursery.

Each term in the Foundation Stage, the teacher(s) will assess the skills development of each child, and record this in the 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 their 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':

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

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

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which 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 the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work.

Monitoring and review

The Headteacher is responsible for monitoring the curriculum at the end of each academic year and reporting to parents and governors.

The Headteacher is responsible for the day-to-day organisation of the curriculum.

The Headteacher and other senior leaders monitor 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.

Policy and practice will be monitored by the governing body in conjunction with the Headteacher. The Headteacher will provide regular updates to the full governing body.

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

This policy has been checked and approved by governors.

Last reviewed: September 2016

Next review due: September 2018