

Curriculum Policy

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 2014 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.

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 English, mathematics 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 teach children to have an awareness of their own spiritual development, and to understand right from wrong;

Curriculum Policy

- 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. 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.
- 4.3** Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out organisation, 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 Early Years 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 coherence and full coverage of all aspects of the National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas.

5 Children with special needs, disabilities and/or learning difficulties

- 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 in consultation with the parents.
- 5.2** If a child has a special need, disability or learning difficulty, our school does all it can to meet these individual needs using a graduated response of *Assess, Plan, Do and Review*. We comply with the requirements of the SEND Code of Practice 2015 in creating our provision. If a child has barriers to learning, his/her teacher makes an assessment of this need. The teacher then plans activities using differentiated resources and educational opportunities to help the child overcome these barriers to learning within the classroom. If the review and subsequent assessment reveal little or no progress, the SENCO will be asked to become involved; typically, scrutiny of work and assessment results, classroom observation and some individual assessment will be carried out. Recommendations are made and a support plan may be devised at this stage. A recommendation may be made that the child receives 1:1 support within the Learning Development department. Parental discussion forms an integral part of this process.
- 5.3** The support plan states the nature of the special need or learning difficulty. In partnership between the SENCo, class teacher and parents, outcomes are identified within a given time-frame, so that we can review and monitor the progress of each child at regular intervals. Parents and class teachers have a copy of the support plan and it is shared with Teaching Assistants who work with the child. The plan is reviewed by class teachers, the SENCo and the child's parents. New outcomes may be identified.

6 The Early Years Foundation Stage

- 6.1** The curriculum that we teach in Nursery and Reception meet the requirements set out in the Early Years Foundation Stage. Our curriculum planning focuses on the EYFS profile and principles 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, and by engaging in well-planned structured activities. Teaching in Reception 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.
- 6.3.1** During the children's first term in Reception, their teacher makes a baseline assessment 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 and is recorded in their individual profiles.
- 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.

8 Monitoring and review

- 8.1** The Junior Head and Head of Pre-Prep are responsible for monitoring the way the school curriculum is implemented.
- 8.2** The class teachers are responsible for the day to day organisation of the curriculum.
- 8.3.1** 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. They maintain links with the Junior School.

Head of Pre-Prep S. Horner

Date: April 2017

Review in summer term 2018