

ASTON ALL SAINTS C OF E PRIMARY SCHOOL

Date: January 2017

Review Date: January 2018

Curriculum Policy

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. The school curriculum includes the formal requirements of the National Curriculum, whilst following the Chris Quigley Framework. A range of extra-curricular activities 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.

Values

Our school curriculum is underpinned by the values outlined in the aims of the 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 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.

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 literacy and numeracy
- 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 and core British values
- To enable children to be positive citizens in society;
- To fulfil all the requirements of the National Curriculum and the Rotherham 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 co-operatively with others.

Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each class. This is posted on the school website to provide parents with information of the curriculum taught in each year group.

Medium-term plans include learning objectives and areas to be covered in each subject, allowing for flexibility to build on children's interests whilst still maintaining the breadth and depth of the curriculum.

Our short-term plans are those that our teachers write on a weekly basis for literacy and numeracy. 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, we plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Foundation Stage Curriculum and the Early Learning Goals and good liaison between Foundation and Y1 to ensure continuity and progression between the two key stages. The Foundation curriculum allows for child centred learning and involves the children in practical and investigative learning both in the classroom and the outdoors. All of which ensures that the children are ready for the learning of Y1 as they transfer to KS1.

In KS1 and KS2 whilst foundation subjects are separate, they are carefully linked to the term's area of investigation. This means that, for example, a child may concentrate in one term on a history topic, and then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

All classes in Key Stage 2 are taught a second language: French. As well as being taught the skills of learning a new language, the children learn about the culture of another country.

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 consider the child for an Education, Health and Care Plan and we involve the appropriate external agencies when making this 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 in receipt of SEN support. 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. Children are involved in renewing and setting targets and are invited to review meetings for this purpose.

See School SEND report

The Foundation Stage

The curriculum that we teach in the Foundation Two class meets the requirements set out in the Foundation Stage Curriculum. Our planning focuses on the Early Learning Goals and on developing children's skills and experiences and creativity, as set out in this document. Children are engaged in activities which are both teacher led and child initiated.

School fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Foundation 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.

During the children's first month in the Foundation class, the teacher makes a baseline assessment to record the skills of each child on entry to school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Profile assessment is completed at the end of the Foundation Stage and reported to parents.

Throughout the year, the Foundation staff make regular observations of the children's learning and these are collated in each child's individual learning journey and contribute

to the overall assessment of the individual child. Parents are also invited to contribute by making written comments about their child's achievements at home.

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.

See also Foundation Policy

Key Drivers

The main drivers for our curriculum at Aston C of E are the following and these are the traits to which we aspire for all our children.

Enterprise [ie being enterprising]

- Aspirational
- Problem solvers
- Successful
- Interdependent learners
- Ambitious
- Pro active
- Enterprising
- Resourceful

Possibilities [ie no limits to their learning]

- Enthusiastic
- Positive
- Inspired
- Pro active
- Imaginative
- Enthusiastic
- High expectations for themselves
- Confident
- Self motivating
- Challenge themselves
- Adventurous
- Inquisitive
- Resilient

Emotional awareness

- Alert
- Open minded
- Sensitive
- Conscientious
- Team worker
- Confident

- Polite and well mannered
- Empathetic
- Happy
- Willing
- Listening to each other
- Adaptable
- Patient
- Resilience

Enquiry

- Persevering
- Enquiring mind
- Questioning
- Resilience
- Patient
- Independent
- Inquisitive
- Determined
- Open minded – understanding that failing is part of the learning process

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

The school gives subject leaders non-contact time regularly, 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.

Monitoring and review

Our governing body's school improvement committee is responsible for monitoring the way the school curriculum is implemented. This sub-committee is also consulted on the proposals for the school priorities in each academic year.

We have named governors for each class and they will discuss different aspects of the curriculum with class teachers. The governors also receive feedback on different aspects of the curriculum through the Head Teacher's termly report, the information contained in subject action plans, through presentations at governor meetings and school improvement committee meetings.

The Head Teacher is responsible for the day to day organisation of the curriculum. The Head Teacher monitors planning for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum and that all lessons have appropriate learning objectives.

Subject leaders monitor the long-term and medium-term planning and ensure that the subject is taught with depth and breadth in all key stages. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Signed.....

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