

# Road Primary School



## Curriculum Policy

Reviewed and agreed by Governors June 2016  
Next review June 2017  
To be reviewed annually  
Committee responsible: Teaching & Learning

# ROADE PRIMARY SCHOOL CURRICULUM POLICY

## Ethos:

**‘A supportive community developing confidence, independence and a love of learning.’**

## Aims:

### **At Roade Primary School we aim:**

- To provide a happy, safe and caring place to learn
- To promote excellence, enabling all children to achieve their potential
- To provide our pupils with rich, diverse and enjoyable learning experiences
- To promote and foster self-esteem, motivation and a lifelong love of learning
- To encourage the children to become responsible citizens and to have respect for all
- To work in close partnership with parents, carers and the wider community for the benefit of our children

## ***Aim high and reach for the sky!***

The curriculum at Roade Primary School is so designed to ensure that each child receives their statutory entitlement by providing a clear framework.

## **Planning**

The curriculum must be planned effectively to ensure that the work in the classroom is well focused, to allow continuity, progression and differentiation, whilst avoiding unnecessary repetition. Planning of the curriculum needs to be carried out at three levels:

- |             |                                     |
|-------------|-------------------------------------|
| Long Term   | - cyclical plans over several years |
| Medium Term | - half termly or termly             |
| Short Term  | - weekly/ day-to-day plans          |

Plans are kept by each individual teacher. Subject Leaders also keep long and medium term plans relating to their subject.

## **Foundation Stage Curriculum**

The Curriculum guidance for the Foundation Stage is used to develop the activities and themes taught in the reception class. The Early Years Policy sets out in detail the areas of learning and experience. The Foundation Stage teacher plans at all three levels to ensure balance and breadth.

Planning is consistent across both settings and there is parity between both classrooms.

### **Target Tracker:**

Target Tracker is used to plan from and to assess with. The statements are used as medium and long term planning and staff ensure that that plan effective lessons and themes that meet the skills being taught.

### **Long Term Plans for KS1 and KS2**

The staff, by working together, have formulated a curriculum map for each Key Stage which allows continuity and progression in knowledge, skills and understanding. These curriculum maps identify the subject coverage of the National Curriculum orders in terms of units of work. The maps show the balance of curriculum delivery in year groups and key stages. The maps allocate appropriate time allocations to each module or unit and identify links with other subjects. These maps follow the guidance on the statutory DfE documents.

### **Curriculum Map for KS1 and KS2**

The curriculum maps contain the curriculum areas that have been chosen to provide a coherent coverage of the National Curriculum statutory requirements and Early Learning Goals. The staff have drawn upon QCA, Northamptonshire Agreed Syllabus for RE and National Curriculum documents in formulating the curriculum maps and schemes of work for the foundation subjects, RE, ICT and Science in KS 1 and KS2. Literacy and numeracy plans follow the new frameworks.

### **Medium Term Plans**

Plans for each theme are completed prior to the commencement of studying. Identification of learning objectives leads onto a range of possible activities for the children, which are based on the teachers' knowledge of both the subject and the children's abilities and previous experiences.

When planning activities for the children there are several key issues to be considered:

- What do we want the children to learn?
- How will the children achieve the learning objective?
- What are the success criteria?
- What previous experiences have the children had in relation to this area of knowledge?
- How will the needs of all children be met?
- Which teaching style and method of organisation will be most effective and appropriate?
- What aspects will be assessed and what type of assessment will be used?
- What is the timescale?
- What resources will be necessary?
- Will the work be enhanced by a visit or a visiting speaker?

Planning sheets for modules or units of work identify the subject focus, learning objectives, National Curriculum references, activities, time allocation, class organisation, evidence of achievement, resources required and evaluation. The evaluation process is necessary to ensure that modules or units are developed and any areas of concern can be improved. It also provides information that informs the school development. Alternative planning sheets are used for English and Maths due to the nature of the subject. Planning sheets are given to the Headteacher and/or Subject Leader.

## **Short Term Plans**

Reception plans show how the planned activities relate to the Foundation Stage Curriculum and the range of experiences; also which are child initiated and adult focused. These are completed in advance and assessments made on a daily basis.

Weekly plans are completed for Literacy and Numeracy in advance using school designed planning sheets. Evaluation and assessments of the week's activities are added to these plans during the week.

All planning formats are in line with the new curriculum expectations 2015/16. All children are planned for to ensure that they have every possibility of achieving their potential. This includes planning for those children who are emerging into the expected level, working at the expected level and those pupils who are exceeding the age related expectation.

## **Equal Opportunities**

Opportunities to take part in all curriculum areas are available to all pupils. Children are allowed access to, and given guidance in, the different activities offered, regardless of their ability, gender, religion, cultural or ethnic background (unless it would be impossible to ensure their or others' safety, were it to be undertaken). Provision is made for children with Special Educational Needs so that they can fully participate in the curriculum. Occasionally a voluntary contribution may be asked for to support a project, but this will not affect access for those who have difficulty paying.

## **Monitoring and review**

Our governing body's curriculum committee is responsible for monitoring the way in which the school curriculum is implemented. This committee reviews each subject area during its bi-annual cycle of review and development.

There is a named governor assigned to each of the curriculum areas. These governors liaise with the respective subject leaders, and monitor closely the way in which these subjects are taught. There is also a named governor assigned to special needs, who liaises with the SEN coordinator, and monitors the ways in which special needs are addressed.

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

Subject leaders monitor the way in which 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.

**Appendix 1:  
Planning format.**

## Roade Primary School Lesson Planner



<b>Date:</b>	<b>Subject(s):</b>	
Learning Objective:		
Literacy focus:		
Key Question:		
Activity:	<b>Adult direction:</b>	Resources and ICT:
	Emerging:	
	Expected:	
Exceeding:		
Assessment:		
Key Question:		
Activity:	<b>Adult direction:</b>	Resources and ICT:
	Emerging:	
	Expected:	
Exceeding:		
Assessment:		

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Activity:	Adult direction:	Resources and ICT:
	Emerging:	
	Expected:	
Exceeding:		
Assessment:		