

Cragside Church of England Primary School



Curriculum Policy

Revised: January 2017

Date of next Review: January 2018 (or sooner if required)

(This document is available in an alternative format and in an alternative language on request)

To be read in conjunction with:

Early Years Foundation Stage Policy
Teaching and Learning Policy
Values, Aims and Mission Statement
Assessment Policy

Teaching, Learning and the School Curriculum at Cragside

At Cragside Church of England Primary School 'High Achievement for All' is central to our culture. We believe that every individual child should be given the opportunity to achieve his or her full potential. Our school motto, 'Let Your Light Shine' is taken from St Matthew's Gospel and encapsulates the aim of our school 'to provide encouragement and opportunities for everyone to discover and use the gifts and talents they have been given'. We seek to enable all to flourish and achieve their full potential within a caring and happy school where both British and Christian values of care, kindness and respect are at the heart of all we do. This can be achieved through quality first teaching and planned learning, targeted at the children's needs. All staff take responsibility for raising standards in basic skills. We value every member of our learning community; governors, parents, staff and the children who attend the school and seek to work collectively and collaboratively to enable all to **SHINE BRIGHT**.

1. Introduction

1.1 Our school's curriculum is all the planned activities that we organise in order to promote a love of learning, a thirst for knowledge, personal growth and development. It includes not only the formal requirements of the National 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 and SHINE BRIGHT.

1.2 We endorse the aspirations concerning the curriculum that are set out in the DfE document Excellence and Enjoyment 2003, and we seek **HIGH 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 something which inspires a thirst for knowledge and a love of learning which continues into the evening and weekends, in holiday times and after children have left Cragside.

1.3 **Oxygenated Learning**. We seek to provide special 'oxygenated learning days and weeks' to help inspire our children. The term describes the 'oxygen' of inspiring teaching and how this aims to allow the spark of engagement into a flame of excited learning. Days include: Tim Peake (Science) Day, One World Week, Multi Faith Week, Go Green Environmental Week, Forest School Day, Explorer Day...

1.4 It is impossible in any document to give the sense of the breadth and impact of the curriculum on our learners. We seek to update our **Twitter** account daily to show the breadth of the curriculum and the engagement of our children in the wonder of learning.

1.5 We aim to encourage lifelong learning. Each week in the newsletter, we set **Weekend Housepoint Challenges** which link to special dates and special events e.g. cooking, healthy challenges, extreme reading challenges, special date challenges (such as Armistice Day). We seek to build on the learning that children do in school and inspire them to engage in sharing this at home as part of these challenges. These are celebrated in photographs, Twitter updates and mentions in the school newsletter.

2 Values

2.1 Our school curriculum is underpinned by the **Christian and British 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 **values statement** is attached as an appendix to our policy.

2.2 Our school is in full agreement with the values statement included in the introduction to the National Curriculum. As a school:

- 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 the individual 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 care for the world, not only for ourselves, but also for future generations.

3 Aims and objectives of our Curriculum Policy

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 develop a love of learning and a thirst for knowledge.
 - to teach children the basic skills of literacy, numeracy and ICT which are foundational for their secondary school studies and life after school;
 - 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/Diocesan 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.

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 this long-term plan on an annual basis.

4.2 Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for 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 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 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.

4.5 In the Foundation Stage we understand the importance of learning through creative play and through their own interests. Children have the opportunity to lead learning through taking a different child's interest each week and having a 'focus week' specifically linked to the child's chosen area (examples of focus weeks include: aliens, horses, Rapunzel and dinosaurs)

4.6 In Key Stage 2, we teach the foundation subjects individually through a heavily cross curricular structure to maximise learning. This means that, for example, a child may concentrate in one block on a history topic linked and enhanced through literacy and the arts, then switch to a greater emphasis on geography in the next. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects and develop transferable skills.

4.7 We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage. Some pupils in Year 1, for example, continue to follow elements of the Foundation Stage curriculum within Year 1 during the autumn term.

4.8 A curriculum plan for each year group is published each half term (six plans in one academic year). These plans highlight curriculum coverage in each subject area and provide some information about home learning opportunities. The plans are sent home to parents at the end of a half term and available on the school website in the curriculum section.

5 The curriculum and inclusion

5.1 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 we will seek to discuss this with parents/carers.

5.2 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 SEN 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 organization and differentiation. If a child's need is more severe, we consider making a referral to support the child's special needs in line with our SEND policy.

5.3 The school provides an individual plan 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 plan also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

5.4 Some children in our school may have disabilities. We are committed to meeting the needs of these children. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

5.5 Our schemes of work address the diversity of our society, and reflect the aims and objectives of the National Curriculum (revised 2014).

5.6 Through effective differentiation, promotion of extra-curricular learning and use of higher level questioning strategies we seek to meet the needs of all our learners including those deemed to be gifted and talented. Our aim is for HIGH ACHIEVEMENT FOR ALL.

6 The Foundation Stage

6.1 The curriculum that we teach in the reception class meets national requirements. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.

6.2 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 pre-school learning. We do all we can to build positive partnerships with the private nursery on our site and various nurseries and other pre-school providers in the area.

6.3 The key worker will assess the skills development of each child, and record this within the Tapestry assessment tool which we use. This assessment forms an important part of the future curriculum planning for each child.

6.4 We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the

parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing. Parents/carers are encouraged to respond via Tapestry to assessment updates sent by school.

6.5 Half termly curriculum updates are sent home to parents to encourage active learning to take place at home which supports the school curriculum.

6.6. Children have an individual Focus week through the year. During this week elements of the curriculum are led by the interest of the named child. Throughout each day we understand the creative and developmental benefits of child initiated learning which is evident in the indoor and outdoor learning areas.

7 Key skills

7.1 The following skills have been deemed 'key skills' in the revised National Curriculum:

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

7.2 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.

8 The role of the subject leader

8.1 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.

8.2 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. The subject leader also keeps a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

8.3 Each subject leader creates an action plan at the start of each academic year which feeds directly into the whole school improvement plan. These are reviewed at the end of each year prior to planning for the new academic year. Subject leaders provide a summary of curriculum developments at the end of each academic year which are shared with Governors.

8.4 Subject leaders in Literacy, Numeracy, Science, RE, ICT, EYFS produce an annual overview of attainment, quality of teaching and leadership in their subject area. The format for this is provided by school.

9 Resourcing the curriculum and Wider Curriculum Opportunities

9.1 We want the learners at Cragside to have access to the very best resources and learning environment. This includes:

- ICT technology (LED screens, PCs, tablets and related technology)
- Relevant and motivational software e.g. Mathletics and Active Learn
- Motivational learning environment to support each curriculum area e.g. Forest area, outdoor learning areas, garden areas, creative learning room, creative use of courtyard areas.

Governors and school leaders are committed to trying to access the very best for our learners.

9.2 The best resource for the delivery of the curriculum is the teacher and support adults who are in the classroom. School understands the importance of quality first teaching in all subject areas and invests in CPD such as The Outstanding Teacher Programme and self/peer review, coaching and development to ensure the highest quality of teaching in each subject area.

9.3 The learning environment in each classroom should be motivational and inspiring, providing a safe environment to learn and celebratory of the achievements of learners.

9.4 The school actively encourages learning to take place through extra-curricular activities. A half termly programme of extra-curricular activities is sent home to parents. As a school we are very grateful for the time that teachers and LSAs spend on providing the extra-curricular opportunities for our learners and the positive way these activities enhance the school curriculum.

9.5 The school acknowledges that learning outside the classroom can provide excellent opportunities to motivate and inspire our learners. Where possible, opportunities throughout the year are provided for learning visits (including the use of the school grounds).

9.6 Opportunities are provided in newsletters to encourage learning to take place at home. These include weekend and holiday 'Housepoint Challenges'. Parents are encouraged to send in pictures and work done by children at home so this can be celebrated in school.

10 Monitoring and review

10.1 Our Governing Body's Learning Attainment and Safeguarding (LAS) committee is responsible for monitoring the way in which the school curriculum is implemented. This committee reviews each subject area during its monitoring cycle of review and development

10.2 There is a named governor assigned to core curriculum areas and specific areas e.g. EYFS and SEND. These governors liaise with the respective school leaders, and monitor closely the way in which these areas are addressed in school.

10.3 The school leadership team is responsible for the day-to-day organisation of the curriculum.

10.4 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.

10.5 The teaching and active promotion of British Values is monitored by the school leadership team and governors. A member of the governing body will report on this, at least annually, to the full governing body.

10.6 This policy is monitored by the governing body and will be reviewed every two years or sooner if required.

Appendix One: School Values

Appendix Two: Mission Statement and School Aims

Cragside Church of England Primary School Curriculum... "A Love of Learning and a Thirst for Knowledge"

Appendix One:

Values and Ethos at Cragside Church of England Primary School

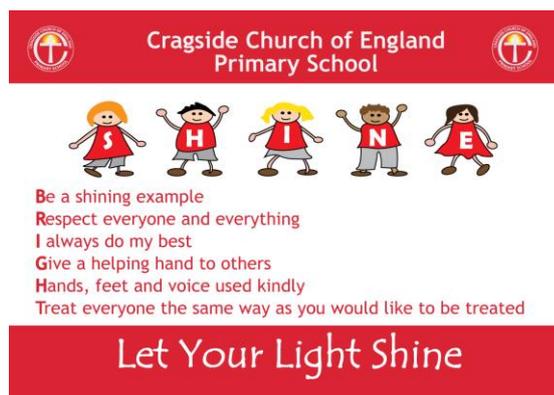


At Cragside Church of England Primary School, we seek to live out the Christian and British values which are at the heart of our school and expressed in our mission statement and the set of SHINE BRIGHT code of conduct we have at school. Our constant and relentless drive is that there should be **high achievement for all** at Cragside. At the core of what we do we seek to share the importance of values such as:

- **Kindness** and **compassion** for others (for example through acts such as supporting the food bank and charities we support as well as helping someone who might seem a little upset)
- **Care** (for example through being like the 'good Samaritan' who showed kindness and care to the man he met)
- **Tolerance** for others (for instance towards those of different cultures, faiths and those of no faith)
- **Endurance** and **perseverance** (always trying to do our best and SHINE BRIGHT for example in lessons, in our sport, in seeking in all things to be the best we can be)
- **Respect** for ourselves, each other, our school, our community and the law of our country (for instance in our RE and PHSE curriculum and in our collective worship)
- **Democracy** (for example through the work of the school council and votes for head boy and girl each year)
- **Friendship, forgiveness** and **trust** (for example through our friendship week and anti bullying work where we look at the importance of kind words and actions and our day to day work on modelling and expecting excellent behaviour)
- **Peace** (for example the role we all have to bring peace into our school and wider community through our caring and kind words and actions and always thinking of the

feelings of others. We seek to live out the quote: “Let there be peace in the world and let it begin with me” as we remember that each of us in very small ways can make a difference)

- **Thankfulness** and **thoughtfulness** to others (for instance in the polite way we speak, having good manners and remembering to say thank you).
- **Gentleness, patience** and **humility** (for instance in letting others have a turn, waiting for others, listening to what someone has to say)
- **Love** (for instance in ‘treating others the way we would like to be treated ourselves’, for practical and random acts of kindness such as our Advent calendar of kindness, for making time to listen to others and help them)
- **Service** (for example in thinking how we can help others such as through our harvest giving, supporting the work of the Ugandan choir The Pearl of Africa who visit each year and singing for members of the local community at Christmas time)
- **Aspire** and **Aim High** (for example in encouraging everyone to do his or her very best in terms of effort, application towards work and behaviour-to encourage all to SHINE BRIGHT. As a school we work)



We place great emphasis on children building excellent relationships during their time at Cragside, so by weaving values into the fabric of who the children are, we know that this will underpin this development of their relationships with their peers and adults in school, as well as in their community.

As a visual reminder to us each day about the importance of values in our school, each class talks about values that they think are important. Earlier this year our children thought of their own creative ways to display these values for all to see. Our values are displayed in the main hall of the school, to serve as a reminder to the children as well as

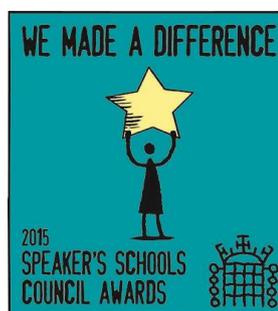
to let any visitors know what is important to us as a school community. Each class also have a 'values book' in which they record some of the ways that they 'live out' our values.

We have considered what was meant by British values and looked at areas such as the importance of our broad and balanced curriculum, our constant promotion of respect and tolerance for others and the importance of democracy which we lived out with our school council elections earlier this term. We also examined the importance of events such as Remembrance Sunday and Armistice Day and encouraged the children to reflect on these and other key events in our calendar. We seek to continue this throughout each school year.

In recognition of our work in looking at other cultures, our school was awarded the British Council's International School Award in 2014 which we were very proud to receive.



We participated in the 'Speaker's Award' and the work of our School Council (Pupil Voice) was acknowledged by the Speaker of the House of Commons.



In all we do we seek to support the development of each member of our school community academically, physically, socially, emotionally, spiritually, culturally so that all are 'rounded' and respectful, full of care and thoughtfulness to each and every person they meet.

Appendix Two:

Cragside Church of England Primary School



Our mission is to enable everybody to achieve their full potential within a safe, happy and caring community where Christian values are at the heart of all we do.

We seek to achieve this by:

- An aspirational whole school culture of 'high achievement for all' so each child has the opportunity to SHINE BRIGHT.
- Providing high quality first teaching and outstanding learning opportunities that help every child to develop and grow intellectually, spiritually, morally, physically and emotionally.
- Valuing each child as unique and precious and respecting the dignity and worth of every individual within our school community.
- A whole school culture of safeguarding that protects our children and equips them with the knowledge to make informed choices about how to enjoy a safe, happy and healthy lifestyle both in school and out of school.
- Creating a stimulating and safe learning environment with excellent resources that provides excellent opportunities for creative learning.
- Encouraging and promoting high quality relationships and excellent behaviour, expecting everyone to show respect, care and tolerance towards others and model the Christian value of kindness that our school is built on.
- Creating a relevant, balanced and engaging curriculum so all our learners have a love of learning and a thirst for knowledge throughout each year at Cragside and in preparation for secondary school.
- Promoting British values and encouraging all pupils to become caring, responsible and respectful citizens within our local and global community.
- Seeking to foster lively, enquiring, creative and independent thinkers who have a love of learning and a thirst for knowledge.

School motto:

"Let Your Light Shine"

(Matthew 5:16)