



## St John's C of E Primary School

### Curriculum Policy 2018

(see also Special Educational Needs)

#### 1 Introduction

1.1 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, 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.

1.2 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. An increasing amount of our curriculum is pupil-led with our children taking responsibility for how and what they learn.

#### 2 Values

2.1 Our school curriculum is underpinned by our Christian Values. 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 Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England. 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 culture. 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 use the community to enrich the curriculum.

\* 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, equality and honesty.

We aim to enable each person to be successful, and we provide 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 future generations, as well as our own.
- \* We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through curriculum letters, curriculum workshops and are positively encouraged to become involved.

### **3 Aims and objectives**

3.1 The aims of our school curriculum are:

- \* to enable all children to understand that they are all successful learners
- \* to enable children to understand the skills and attributes needed to be a successful learner
- \* to enable children to develop their own personal interests
- \* 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, numeracy and computing
- \* to enable children to be creative through art, dance, music, drama and DT
- \* to enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style
- \* to teach children about their developing world, including how their environment and society have changed over time
- \* to enable children to understand the key events of our world, to discuss and make sense of them
- \* to help children understand Britain's cultural heritage
- \* to enable children to be positive citizens in society and to feel that they can make a difference
- \* to fulfil all the requirements of the National Curriculum and the school's 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
- \* to enable children to be active and take responsibility for their own health
- \* to enable all children to have the opportunity to learn a musical instrument
- \* to enable children to be passionate about what they believe in and to develop their own thinking
- \* to enable children to ask questions and to take risks
- \* to enable children to develop their intellect including their emotional development

## **4 Organisation and planning**

- 4.1 We plan our curriculum in three phases. We agree a long-term plan for each year group which indicates what English, Mathematics and foundation subjects are to be taught in each term, and to which groups of children. We often teach Foundation Subjects as 'enquiries.' We review this long-term plan on an annual basis. Some enquiries are built in as a whole school area of study. Others are class or year group centred. Enquiries are chosen in a variety of ways by both adults and children.
- 4.2 Through our medium-term plans, we give clear guidance on the objectives and teaching strategies in English, Mathematics and Foundation Subjects. English and Maths are often taught discretely, although they may feature in any other subject area, and are based on the new National Curriculum.
- 4.3 Foundation subjects are usually taught through enquiry work and often use a published programme (Chris Quigley Creative Curriculum) to ensure curriculum coverage and progression. There is a strong emphasis on the development of key skills. Our intended outcome for all children is that they develop into successful learners who can work both independently and co-operatively as a group, who can collect and analyse information, understand and accept different perspectives, and interpret and evaluate outcomes.
- 4.4 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, as well as how the work is going to be assessed and AfL strategies used to monitor progress. Target or focus children are identified on short term plans.
- 4.5 In the Foundation Stage 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 EYFS, and there is planned progression in all curriculum areas.
- 4.6 We view Personal and Social Education as an important aspect to a balanced curriculum and use the 'Jigsaw' programme to help us develop social aspects of relationships.
- 4.7 Computing is taught as a discrete subject and IT is used to support learning across the school and subject areas. All children at school have timetabled sessions in our computer suite to facilitate the learning and teaching of specific skills.
- 4.8 All children have weekly opportunities to participate in sport activities and we value the benefits that sports bring to health and well-being. Children in Year 5 receive swimming lessons at Brune Park School. The school has a strong sporting tradition and participates in most activities offered by the Sports Partnership within the area.

## **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, then we do this only after their parents or carers have been consulted.
- 5.2 If children have special needs, our school does all it can to meet the individual needs. We comply with the requirements set out in the SEN Code of Practice 2014. 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, staff will consult our SENCO and the child may be given a short term intervention programme to help them. Finally, we may consider the child for a statement of special needs. Throughout any process we would consult the parent of the child, involving the SENCO and the appropriate external agencies in making an assessment.
- 5.3 The school provides a Pupil Learning Plan (PLP) 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 PLP 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 have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect from 2005. 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.

## **6 The Foundation Stage**

- 6.1 The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Years Foundation Stage programme 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 various nurseries and other pre-school providers in the area.
- 6.3 Each term in the reception class, the teacher 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.

- 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.

## **7 Key skills**

- 7.1 The following skills have been deemed 'key skills' (National Curriculum:2000) and we consider that they should still be developed while still fulfilling the requirements of Curriculum 2014:

- 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 Monitoring**

- 8.1 Our governing body's curriculum committee is responsible for monitoring the way in which the school curriculum is implemented. This committee regularly reviews subject areas, inviting subject leaders to meetings to report about progress in their area, as well as work sampling and pupil conferencing.
- 8.2 There is a named governor assigned to English and Mathematics. 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 SENCO, and monitors the ways in which special needs are addressed.
- 8.3 The headteacher is responsible for the day-to-day organisation of the curriculum. The headteacher and senior leaders use a triangulated approach to monitor teaching and learning; observing lessons plans, looking at planning and children's work as well as talking to children. This ensures that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.
- 8.4 Key stage leaders, Phase leaders and subject leaders monitor the way in which subjects are taught throughout the school. They examine long-term and medium-term planning, observe lessons, work sample, talk to children and ensure that appropriate

teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

## Review

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

Signed: ..... Date .....  
(Chair of Governors)

Signed: ..... Date .....  
(Headteacher)

**Date: January 2018**

**Review date: January 2020**

**Carolyn Wilkinson**