



## **Wychbold First and Nursery School**

### **Curriculum Policy**

#### **Introduction**

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum 2014, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes that which the children learn from the way they are treated and expected to behave.

#### **Aims and Objectives**

The curriculum, whilst paying due regard to achieving high standards in English and Maths, is also broad, exciting and challenging and embraces the five outcomes set out in Every Child Matters:

Stay safe;

Be healthy;

Enjoy and achieve;

Achieve economic well-being;

Make a positive contribution;

We do this by:

Providing a fun, stimulating and challenging learning environment

Reflecting our high expectations through encouraging independent learning and self-discipline

Establishing a mutually supportive partnership in which parents, carers, governors and staff share responsibility for the education of our children

Promoting an awareness of and respect for a diversity of cultures, values, beliefs and abilities

Working together to create a caring community of learners where every child feels safe and valued

Ensuring that all children have appropriate and equal access to the curriculum

#### **Organisation and planning**

We plan our curriculum in three phases. We agree a two year curriculum plan for each key stage.

This indicates what Discovery Themes are to be taught in each term, and to which groups of children.

We review our long-term plan on an annual basis.

Our medium-term plans, give clear guidance on the objectives and teaching strategies that we use when teaching each theme. For Literacy and Numeracy, we take our medium-term planning directly from the guidance documents. Other foundation subjects are based on skills development and we use the National Curriculum document to create our medium-term planning.

Short-term plans outline the objectives to be covered and to identify what resources and activities we are going to use in the lesson. This document may cover a week or longer depending on the focus of the theme.

In the Foundation Stage we adopt an inter-disciplinary theme approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals, and there is planned progression in all curriculum areas.

In Key Stage 1 and 2 we teach Literacy and Numeracy through a daily focussed lesson but we do aim to use cross-curricular links to our themes and real-life context when appropriate. Our Discovery themes are cross-curricular and allow for an in depth study of particular subjects and a teach, review and apply cycle for the learning of key skills in those areas. Over the 2 year curriculum plan, each child has the opportunity to experience the full range of National Curriculum subjects.

### **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 complex, we if necessary, use the support provided by Learning Support Assistants, and we involve the appropriate external agencies

The school provides an Individual Educational Plan (IEP) 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 schools 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.

### **The Foundation Stage**

The curriculum that we teach our Foundation Stage Unit meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the FSU builds on the experiences of the children.

During the children's first term in the nursery and reception class, their teacher begins 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. The Foundation Stage Profile is used to assess children's progress during the year.

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.

### **Key skills**

We believe that the following 'key skills' are essential for each child :

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

In our curriculum planning we plan to help children develop these skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

### **Monitoring, Evaluation and Review**

The Headteacher and Staff will review this policy annually and assess its implementation and effectiveness and present any suggested amendments to the Governors. The policy will be promoted and implemented throughout the school.

### **Review**

Summer 2015