

William Gilpin CE VA Primary School

Curriculum Policy

Introduction

The 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 range of extra-curricular activities that the school organises in order to 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 school 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.

- 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 and enthusiasm for lifelong learning.
- To enable children to be creative and resourceful to develop their own thinking.
- To teach children about their developing world, including how their environment and society have changed over time, and the part they can play to nurture both.
- To have a curriculum that has a clear outdoor learning emphasis that is in keeping with the rural nature of the school.
- To help children understand Britain's cultural heritage.
- To enable children to be positive citizens in a global society, and be aware of an individual's responsibilities and contributions that can be made.
- To fulfill all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education.
- To teach children to have an awareness of spirituality, 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, high self-esteem and confidence to be able to live and work co-operatively with others and to have the flexibility to adapt to the changing world they will encounter.

Organisation and Planning

We plan our curriculum in three phases. We agree a long-term map for each Key Stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term map on an annual basis.

As we have mixed age classes, the medium term map is planned on a two year rotation cycle. By so doing, we ensure the children have complete coverage of the curriculum. Our medium-term plans, give clear guidance on the objectives and teaching strategies that we use when teaching each area of the curriculum. For teaching English and Mathematics we refer to the National Curriculum and for teaching the foundation subjects we use a cross curricular topic approach. We plan our Religious Education curriculum around Hampshire LA's Agreed Syllabus.

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.

At Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas.

At Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects than it does at Key Stage 1. Wherever possible we use a thematic approach to teach these subjects. Over the three terms of the academic year, 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 severe, we consider the child for an Education Health Care (EHC) 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 a Pupil Intervention Plan (PIP) for each of the children who are on the special needs register. This sets out the child's strengths and weaknesses and interventions planned to support the child. These interventions are reviewed approximately every six weeks.

The Foundation Stage

The curriculum that we teach in the Reception Class meets the requirements set out in The Early Years 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 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 variety of nurseries and other pre-school providers in the area.

During the child's first six weeks in the Reception class, the teacher conducts the Early Excellence Baseline Assessment to record the child's skills on entry to 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

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

- Communication.
- Application of number.
- Computing.
- Working with others.
- Improving own learning and performance.
- Problem-solving.

When planning our curriculum teachers are very aware of the importance of these skills. 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.

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, professional development opportunities and non-contact time when required, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep abreast of 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. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Monitoring and Review

Our Governing Body's curriculum committee will monitor and review the provision and efficacy of the school curriculum.

The Headteacher is responsible for the day to day organisation of the curriculum.

Subject leaders monitor the way 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.

This policy will be reviewed in the Summer Term of 2016 or in the light of any significant developments or new legislation.

Signed:

Chair of Governors

Date: July 2015