



## Wallands CP School Curriculum Policy - 2015-16

### 1 Introduction

- 1.1 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 whilst developing knowledge and skills, so that they achieve their true potential.

### 2 Values

- 2.1 Our school curriculum is underpinned by the 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.

- 2.2 Our school is in full agreement with the values statement included in the introduction to the National Curriculum in England framework document September 2013. These are the main values of our school, upon which we have based our curriculum:

- Happiness and enjoyment.
- High personal achievement.
- Feelings of security and self worth.
- A healthy and stimulating environment.
- The potential and contributions of every individual.
- People acting responsibly towards others, themselves and the environment.
- Honesty, fairness and trustworthiness.
- Politeness, kindness and caring.
- Effort, a positive attitude and perseverance.
- Co-operation and understanding between all members of our diverse community.

These values can be seen in our School and Class Charters, and in the actions of our school community.

### **3 Aims and objectives**

#### **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 enjoy coming to school, and acquire a solid basis for lifelong learning;
- to equip children with the knowledge and skills to choose a healthy, active and safe lifestyle;
- to teach children the basic skills of literacy, numeracy and computing;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to provide a daily act of collective worship;
- 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.

### **4 Organisation and planning**

**4.1** We plan our curriculum in three phases. We agree a long-term plan for each Year Group. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on a regular basis.

**4.2** With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Our English and mathematics planning is based on national guidelines. We have used parts of the national schemes of work to inform our medium-term planning in the foundation subjects.

**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 differentiation including what resources and activities we are going to use in the lesson.

**4.4** In the Early Years Foundation Stage, Key Stages 1 and 2 we plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and Early Years Foundation Stage Curriculum, and there is planned progression in all curriculum areas. Topic themes are used to make the curriculum relevant and interesting for the children. (See Yearly Topic theme chart).

## **5 Children with special needs**

- 5.1** 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 in partnership with parents and with the advice of outside agencies if deemed necessary.
- 5.2** 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 SEND 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 and Health Care Plan, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.
- 5.3** Provision Maps outline the interventions that address the individual needs of children with special needs.

## **6 The Early Years Foundation Stage**

- 6.1** The curriculum that we teach in the reception classes meets the requirements set out in the Early Years Foundation Stage documentation. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.
- 6.2** Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception classes 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.
- 6.3** During the children's first year in school (Reception Year), the early years team make observational assessments to record the ongoing development of skills of each child from their entry to the school. This assessment, The Early Years Profile, 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 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.

## **7 Key skills**

**7.1** 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.

**7.2** Our curriculum planning addresses these skills, so that 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 their true potential.

## **8 Curriculum and Subject Leadership**

**8.1** Overall the curriculum is led and managed by the deputy headteacher. She/he is assisted by the Curriculum Policy 2015-16.docsubject leaders with the support of an assistant leader where possible.

**8.2** 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.

**8.3** The school gives subject leaders non-contact time each term, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with 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 using a subject action plan. This development planning links to whole-school objectives as identified in the School Development Plan. 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. The subject leader may also keep samples of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

## **9 Monitoring and review**

**9.1** Our governing body's TLA Committee is responsible for monitoring the way the school curriculum is implemented.

**9.2** Reports are made to the TLA Committee and governors ask searching questions which may be followed up with an evidence trail which will draw on evidence from

a variety of sources such as children's work, observations, interviews with children and/or members of staff, planning documents and tracking data.

- 9.3** The headteacher is responsible for the day to day organisation of the curriculum and the overall monitoring of the planning and delivery of the curriculum. The curriculum leaders' action plans and monitoring reports are available to the headteacher, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.
- 9.4** Subject leaders monitor the way their subject is taught throughout the school. They examine long-term, medium-term and short-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. Ongoing monitoring and review is recorded on a subject action plan, which is discussed with the deputy head during subject leader release time. The deputy head completes a curriculum monitoring Subject Leader Review proforma during these meetings, passing a copy to the subject leader(s). Information on individual subjects is completed by all teachers annually in the spring and passed to subject leaders. Annual evidence of subject coverage and skills progression is collated on Topic Book monitoring proformas and passed to the deputy head, who uses the information in the Curriculum Overview action plan.

## **10 Success Criteria**

- Effective long, medium and short term planning, regularly reviewed, evaluated and updated.
- Children make good progress on key skills, including at Foundation Stage through individual monitoring .
- Subject leaders ensure full coverage of subject with effective progression
- SEND effectively identified and needs met
- Effective parent links established.

**Reviewed: November 2015**

**Next Review Due: November 2016**