



# Curriculum Policy

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### Introduction

Our school's curriculum is all the planned activities that we organise in order to promote learning, creativity, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various activities that the school organises in order to enrich the children's life experiences. We want children to grow into confident, 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. We seek the highest standards of attainment for all our children and encourage them to always 'be the best they can be'. We also value the breadth of the curriculum that we provide. We aim to foster creativity and thinking dispositions in our children, and to help them become independent learners. Above all we believe in making learning fun and memorable.

### Values

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.

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures and the range of communities to which children will belong.
- We value the spiritual, moral and cultural 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 whoever 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 take care of the world, not only for ourselves, but also for future generations.
- We believe that we should be teaching and promoting a set of values for children as well of members of our school community. The following were agreed by all our stakeholders to be promoted over a two year cycle:

	Year 1	Year 2
Term 1	Respect	Courage
Term 2	Friendship	Caring
Term 3	Co-operation	Patience
Term 4	Happiness	Trust
Term 5	Honesty	Thoughtfulness
Term 6	Responsibility	Understanding

### **Aims**

**The aims of our school curriculum are:**

At Wootton Primary School everybody tries to be the best they can be

Through:

- 🏆 High quality learning, teaching and resourcing across a broad, balanced and relevant curriculum in a safe and welcoming environment
- 🏆 Supporting each other to ensure that everyone fulfils their potential in every regard
- 🏆 Learning to celebrate diversity: giving everyone equal, yet relevant and personalised opportunities to develop their strengths and to be fulfilled and healthy people
- 🏆 Respecting and caring for all members of our community: in our words; in our behaviour; in the things we do as good citizens
- 🏆 Being proud to be part of Wootton Primary School

## Organisation and planning

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 this long-term plan on an annual basis.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic, and these are sent home to parents in a termly forecast. Each unit begins with a "wow" to hook learners and finishes with a learning outcome to give relevance. Literacy and numeracy are the key subjects. Foundation subjects are taught through an "empowering learning" approach: both subject skills, knowledge and understanding within a subject, and cross-curricular "empowering learning" skills are taught. In Reception classes we deliver the Early Years Foundation Stage curriculum.

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 and success criteria for each session, and to identify what resources and activities we are going to use in the lesson.

We plan the curriculum carefully, making good use of natural links, so that there is coherent and relevant coverage of aspects of the National Curriculum, (and EYFS outcomes in Reception), and there is planned progression in all curriculum areas.

Core Curriculum	Empowering Learning
Oracy, Reading and Writing (and Spanish)	Self- Manager
Mathematics	Effective Participant
Science and Technology	Resourceful Thinker
Historical, Geographical and Social Understanding (including RE)	Reflective Learner
Understanding the Arts and Music	Independent Enquirer
Understanding Physical Development, health and well-being (including PSHE)	Team Worker

## **The Curriculum and Inclusion**

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 have been consulted and by detailing the alternative plan on an Individual Education Plan.

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 organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs. 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 school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

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 in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is 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. The school has implemented the recommendations of *The Stephen Lawrence Inquiry: Macpherson Report* (1999). Our schemes of work address the diversity of our society, and reflect the National Curriculum programmes of study.

## **The Foundation Stage**

The curriculum that we teach in the reception class meets the requirements set out in the revised Curriculum for Foundation Stage, and the guidance produced in 2012. Our curriculum planning focuses on Development Matters and the Early Learning Outcomes, as set out in these documents, and on developing children's

skills and experiences. 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 classes 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.

During the reception year the teachers will assess the skills development of each child, and record this in the Early Years Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

### **Empowering learning**

The following skills are crucial for children to become independent learners:

- Self- Manager
- Effective Participator
- Resourceful Thinker
- Reflective Learner
- Independent Enquirer
- Team Worker

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. We also teach a planned progression of thinkers' tools so that children build up a repertoire in their 'toolbox' to use.

### **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 advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time according to needs identified on the School improvement Plan so that they can carry out their duties. 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. 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. The standards attained by each class is reviewed at the end of each year by the subject leader and moderated against National Curriculum attainment targets and level descriptors.

### **Monitoring and review**

Our governing body's pupils committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area during its bi-annual cycle of review and development. There is a named governor assigned to each of the following three areas: literacy, numeracy and ICT. These governors liaise with the respective subject leaders and monitor closely the way these subjects are taught. There is also a named governor assigned to special needs, who liaises with the SEN coordinator, and monitors the ways in which special needs are addressed.

The headteacher is responsible for the day-to-day organisation of the curriculum. The headteacher / senior leadership monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. The headteacher and senior leaders also triangulate planning, assessment and evidence of children's learning on a termly basis.

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