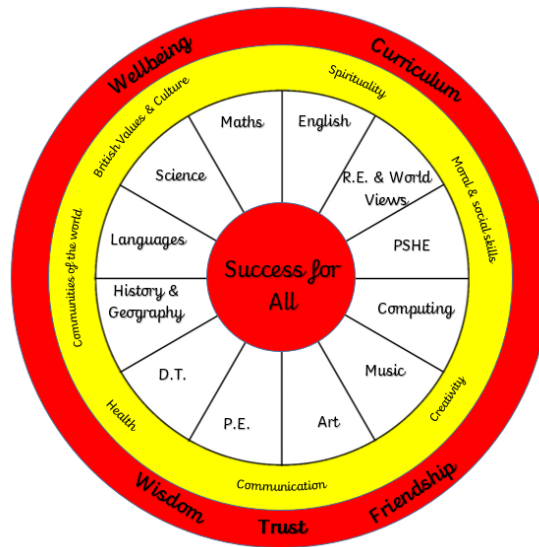


Curriculum Policy



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 while developing knowledge and skills, so that they achieve their true potential. We take advantage of our extensive grounds and surrounding area in a beautiful rural location.

2 Values (Wisdom, Trust, Friendship)

2.1 Our school curriculum is underpinned by the values that we hold dear at our Church of England 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 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 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.
- We celebrate children displaying these values on a tree in the school hall.
- Assemblies are planned to celebrate our core values.

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 teach children the basic skills of English, maths 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 and be aware of British values;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum.
- 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.
- We place high value on PSHE and plan carefully for Sex and Relationship Education

4 Organisation and planning

4.1 We plan our curriculum in three phases. We agree a long-term plan 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 plan on an annual basis.

4.2 With our medium-term plans, we give clear guidance on the objectives and teaching strategies and key skills that we use when teaching each topic. We use a key skills curriculum planned by the staff and national schemes of work and others for much of 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 what resources and activities we are going to use in the lesson.

4.4 Across the school 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.

4.5 At Key Stage 2 the curriculum at our school places a greater emphasis on the skills of core and foundation subjects than it does at Key Stage 1, and we teach these subjects separately. This means that, for example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each

child has the opportunity to experience the full range of National Curriculum subjects.

5 Children with special educational needs and disabilities (SEND)

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 only after the parents of the child have been consulted.

5.2 If a child has a special educational need and/or disability, 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 SEND. If a child displays signs of having SEND, his/her teacher (with the support of the SENCO) makes an assessment of this need. In most instances, the school is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. We always provide additional resources and support for children with SEND where at all possible. If a child's need is greater, we will begin the 'one planning' process and may consider the child for an EHC needs assessment. We involve the appropriate external agencies when making this assessment.

5.3 The school has a provision map to plan and monitor support for children with SEND.

5.4 Our provision for academically more able and talented children is met through a wide variety of approaches to differentiation within each lesson. Children have opportunity for enrichment and mastery within school, within our secondary school families and through community activities. We identify children through our normal assessment procedures. This is recorded via Target Tracker and regularly updated.

6 The Early Years Foundation Stage (EYFS)

6.1 The curriculum that we teach in the Foundation Stage class meets the requirements set out in the current EYFS curriculum. 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 EYFS 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 pre-school providers in the area.

6.3 During the children's first half term at school, their teacher makes a baseline assessment 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.

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. We use 'Tapestry' online learning journals and offer workshops to support this.

7 Key skills

7.1 The following skills have been deemed 'key skills'

- communication;
- application of number;
- digital literacy;
- working with others;
- improving own learning and performance;
- problem-solving;
- creative thinking.

7.2 In our curriculum planning we include 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.

8 The role of the subject leader

8.1 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.

8.2 The school gives subject leaders non-contact time, 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. This development planning links to whole-school objectives. Each subject leader, in collaboration with the whole teaching team, reviews the curriculum plans for their subject and ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

9 Monitoring and review

9.1 Our governing body is responsible for monitoring the way the school curriculum is implemented. They regularly review the policies and resources of each subject area.

9.3 The SLT is responsible for the day to day organisation of the curriculum. We monitor through whole staff book scrutiny and lesson study. Consortium moderations take place each term. We use formal and informal lesson observations.

9.4 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.