

St. Nicholas CE Primary School

Policy Title: Curriculum Policy 2015

Rationale:

Our curriculum covers the whole range of pupils' learning experiences and focuses on the whole child. At St. Nicholas C.E. Primary School we believe that our curriculum should be broad, balanced and relevant to the needs of all children whatever their ability. The curriculum is comprised of the National Curriculum and the wider curriculum. We ensure that the children have a range of learning experiences that challenge, stimulate and promote thinking skills, independence and collaboration. The Governors and Headteacher ensure that the curriculum meets statutory needs and fulfils our 'mission statement.'

Aims:

The Aims of this Curriculum Policy are to;

- Develop the whole child and equip them with skills for life in an ever changing world.
- Allow children to develop independent learning skills for life-long learning.
- Promote high standards in reading, writing and mathematics ensuring children reach their full potential.
- Enable children to acquire knowledge and skills in S.T.E.M. (Science, Technology, Engineering and Mathematics) to access the modern world.
- Give access to contemporary and relevant ICT.
- Promote physical and mental well-being; ensuring children are committed to a healthy lifestyle.
- Enable children to become aware of, and participate in a range of art and cultural activities.
- Develop the personal and inter-personal skills of each child.
- Ensure that children know how to keep safe and make informed choices.
- Promote Social, Emotional, Moral Values and Spiritual development.
- Provide equality of access and opportunity for all pupils to make progress.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.
- Develop a Curriculum which is relevant to the pupils' local community as well as exploring global issues.

Curriculum Organisation:

The children enjoy a broad and balanced curriculum covering all the National Curriculum 2014 subjects:

Core subjects – English, Mathematics & Science

Foundation Subjects – History, Geography, Music, Design and technology, Art and Design, Computing, Physical Education,

Other Subjects - Personal, Social, Health and Economic Ed, Religious Education

Each of these subjects will be taught with reference to specific guidelines published by the DfE. The National Curriculum 2014 stipulates the teaching programmes of study for each of the Key Stages (1 and 2) within the primary school. In the core subjects children's progress will be assessed at the end of key stage 1 and end of key stage 2 in line with statutory requirements. Children's progress is constantly assessed by the teachers in all areas of the curriculum.

- The curriculum is organised into discrete subject and linked 'topic' areas where possible.
- The children work in a range of groups; independent, pairs, mixed ability, by ability.

Curriculum Design:

The Curriculum at St. Nicholas CE Primary School has been designed by staff and shared with governors and parents. The initial planning process involved individual teachers working in collaborative groups across school in Key Stages, as a whole school and across our collaborative partnership with Kirkby Malzeard CE Primary School. INSET time was given to curriculum design during the 2013/14 academic year reviews/evaluations took place in the 2014/15 academic year and further monitoring & evaluation will be carried out in the summer term of 2016.

Our curriculum is planned around a series of themes that maximise cross-curricular links whilst ensuring that there is a clear development in the learning of key skills and children are challenged to meet their full potential. As a school we believe that there are five 'curriculum drivers' that personalise our curriculum, giving it focus and context and developing the whole child in order to prepare them for life beyond the primary school, these being; **Personal, Social and Emotional Awareness, Resilience, Ambition & Possibilities, Life-Skills & Enterprise and Knowledge & Understanding of the World.** Our curriculum also has agreed principles: Fun and engaging, physical, first-hand experiences, well-planned and resourced, inclusive, uses up to date technologies, uses the outdoor environment and has opportunities for pupils to lead their own learning. Each theme is planned to meet the needs of our pupils and pupils are involved in the medium & short term planning to allow them to steer their learning.

Roles and Responsibilities:

The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

- Subject leaders are responsible for monitoring teaching, learning and standards in their subject. They report to the Headteacher. Subject leaders liaise with class teachers over the content and delivery of units of work. They evaluate and monitor using a range of strategies including book scrutiny, peer assessment and learning walks.
- Class teachers are responsible for ensuring that the curriculum is taught and that the aims are achieved in their class. They are responsible for ensuring they plan for a broad coverage of National Curriculum subjects.
- Each member of the Governing Body has an area of special interest/ responsibility. Those with curriculum responsibilities monitor their area in a variety of ways i.e. meeting with the subject leader, looking at examples of work, displays, sharing assemblies, productions etc and they feedback to the FGB. The Headteacher's Report ensures that the Governing Body are informed of curriculum changes, children's progress, etc.
- The Headteacher, assisted by the Senior Teacher, is responsible for ensuring that standards of teaching and curriculum delivery are excellent through a range of strategies including performance management, book scrutiny, use of data, 'drop in' and learning walks.
- The Governing Body and Headteacher are responsible for ensuring that appropriate Continued Professional Development (CPD) is available and supported through the school budget to ensure all staff have access.

Children with Special Needs:

The curriculum at St. Nicholas CE Primary School is designed to provide access and opportunity for all children who attend the school. The curriculum is differentiated carefully and we will adapt it to meet the needs of individual children when appropriate.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements of the SEND Code of Practice. Where appropriate school will seek support from external agencies to help best meet the needs of the pupil. The school provides an Individual Provision Map (IPM) for the children who are recorded as having special needs. These set out clear targets; timescales and levels of support and are shared with the child and their parents. The plans are reviewed each term.

Early Years Education

The curriculum delivered in the Reception year meets the requirements of the Early Years Foundation Stage documents (EYFS). Our school fully supports the principle that young children learn through play and by engaging in well-planned, structured activities which focus on the 'characteristics of effective learning'. During the first half term in the Reception class the class teacher carries out the CEM Baseline on-entry assessment. This assessment forms an important part of future planning for each child and enables teachers to plan relevant learning experiences which build on and develop the skills of the individual child.

Monitoring and Review

Home/School Partnership:

Teachers set homework regularly for all pupils. The homework is purposeful and linked to classroom learning.

Equal Opportunities:

The L.A. guidelines are followed and all children's work is valued.

This policy has been agreed with staff – January 2016

This policy has been shared with the FGB:

Review date:

Policy links: Marking Policy, Learning through teaching policy, Curriculum policy, SEND policy

