

Petworth CofE Primary School

Curriculum Policy



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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 cooperate with others while developing knowledge and skills, so that they can achieve their true potential.

AIMS

Our school is in full agreement with the aims included in the introduction to The National Curriculum in England Handbook for Primary Teachers.

- The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens.
- The National curriculum is just one element in the education of every child
- The National curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum
- To provide a welcoming, safe, supportive and stimulating environment where children and adults enjoy learning
- To enable children to follow the life and teaching of Jesus as members of a caring community
- To develop high self-esteem and encourage independence
- To actively promote awareness, understanding and respect for everyone
- To provide a challenging and creative curriculum
- To promote social, moral and cultural awareness and understanding of the world around them
- To develop a lively enquiring mind and enthusiasm for learning
- To acquire and develop the knowledge and skills for life-long learning
- To provide opportunities for all children to achieve their full potential
- To foster partnership between school, home and community
- To strive for excellence and set high standards for all

Values

Our school curriculum is underpinned by the three core values of, Independence, Creativity and Respect 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. 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 cooperation 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.

Mission Statement

We are an inclusive school community providing excellent primary education within a caring Christian environment.

Our Motto is: *Enjoy, Encourage and Excel.*

Organisation and Planning

Our Curriculum is mapped out for the whole school, ensuring that all learning is memorable and meaningful and that cross-curricular links are made. The topics are designed to ensure there is clear progression of knowledge, skills and content across the school using the National Curriculum as a start point. The curriculum map details the learning undertaken each half term from Reception through to Year 6. Throughout the year, we have a variety of learning experiences where whole school and / or key stages come together to explore a theme e.g. Change the World Day.

Planning National Curriculum objectives are incorporated into planning. An overview of the topics covered within Years FS to 6 gives a broad outline and shows progression and continuity in topics and subjects taught in a cross curricular way across school. There are three parts to our planning:

Long term planning: these show an overview of topics/themes covered in each year group. They give a broad outline for each year group and shows progression and continuity between topics taught in a cross- curricular way across school. Long term planning is flexible year on year as long as the objectives from the National Curriculum are covered. Therefore topics may change.

Medium Term Planning: These show specific objectives to be taught within each area of the curriculum and the links between them.

Weekly Planning: These break down the objectives into weekly achievable targets and activities. Pupils are part of the planning process at the medium and long term planning stages

Children with Special Educational Needs and Disabilities

Petworth Primary CofE School is a mainstream primary school and our guiding principle is one of inclusion. We want to identify and break down all possible barriers to learning and to raise standards of achievement for our learners within a culture and ethos that enables all learners to be fully engaged in the learning process and achieve their potential in school and in their transition into adulthood and employment.

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 SEND Code of Practice and our 'Local Offer' with regard to providing for children with special needs. If a child displays signs of having special needs, their 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 significant we then involve the appropriate external agencies at which time a child may be considered for a statement of special needs.

The school provides an Individual Education Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special needs and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

The Early Years Foundation Stage

The Early Years Foundation Stage provision in the reception classes meets the requirements set out in the Early Years Foundation Stage Framework. Our curriculum planning focuses on developing children's skills and experiences as set out in the Seven Areas of Learning.

Our school fully supports the principle that young children learn through play, and by engaging in well planned structured activities. Teaching in the Early Years Foundation Stage class builds on the experiences of the children in their pre-school learning. We have positive, constructive and effective partnerships with the variety of nurseries and other pre-school providers in the area.

From the start of the children's experiences in school on-going systems of observation and assessment are used to determine a child's stage and phase of development and identify next steps.

We are well aware that all children need the support of parents and teachers to make good progress in school. We have positive links with the parents of each child by keeping them informed about their child's progress in school.

The Role of the Subject Leader

The role of the subject leader is to:

- provide 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 provides each core subject leader with non-contact time each term, so that they can carry out the necessary duties involved with their role through the monitoring cycle. 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. The development planning links to whole school priorities with the School Improvement Plan. Each subject leader needs to be able to review the curriculum plans for their subject through the monitoring cycle and ensure that there is full coverage of the National Curriculum and that progression is planned. The subject leader will also develop a portfolio of children's work, which will be used to show the achievements of children at each key stage to give examples of expectations of attainment.

Monitoring and Review

Our Governing Body's Curriculum, Welfare and Standards Committee is responsible for monitoring the way the school curriculum is implemented. We have named governors for specific roles within the CWS Committee. The named governors regularly liaise with staff, and monitors provision in school.

The headteacher is responsible for the day to day organisation of the curriculum. The Leadership Team monitors the planning for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum and that all lessons have appropriate learning objectives.

Subject leaders will all monitor the way their subject is taught throughout the school according to the monitoring framework. They will 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.