

Curriculum Policy

Introduction

This policy is a statement of aims and principles relating to the school's curriculum. It will be reviewed annually and presented to the Governors' Curriculum Committee.

Curriculum Statement

The Staff and Governors of Curry Rivel C of E Primary School aim to tailor education to individual needs, interest and aptitude so as to develop every child's potential. Every pupil has access to a broad, balanced and differentiated curriculum. However, it is recognised that every child has a different knowledge base and skill set, as well as varying aptitudes and aspirations; and that, as a result, there is a determination for every young person's needs to be assessed and their talents developed through diverse teaching strategies.

Common Values and Purpose

The curriculum whilst paying due regard to achieving high standards in English and Maths, aims to be broad, exciting and challenging;

The curriculum is used to increase pupil's knowledge, skills and understanding as they grow and develop and become more aware of the world around them; the curriculum is carefully planned and structured to ensure that learning is continuous, and that pupils make good progress with the development of their learning; the curriculum engages the children's interest, encourages and motivates them to want to learn; it offers, where possible, first hand experience to reinforce their learning and to underpin their growing knowledge, skills and understanding; It aims to open their eyes to the wonders of creation and cause them to marvel at the incredible and fantastic world in which we live.

Broad Guidelines

Planning

The Reception Year follows the DFE Curriculum Guidance for the Foundation Stage which includes seven areas of learning:

- Personal, social and emotional development;
- Communication and language;
- mathematics;
- literacy;
- understanding the world;
- Physical development;
- Expressive arts and design.

Where pupils move into Year 1 without having achieved the Early Learning Goals, they continue to be taught in line with the Foundation Stage Curriculum. Transition to the Year 1 curriculum does not happen at a point in time but rather when pupils have reached that stage in their development.

From Year 1 to Year 6 the curriculum consists of:

The National Curriculum; the programmes of study for each subject are used as the basis for the long term and medium term plans.

- Maths provision is based around the Primary Strategy with the 'Abacus' scheme used to support implementation.
- Literacy provision is based around the Primary Strategy. Foundation/KS1
- Phase 1 use Accelerated Reading and Phase 1 and 2 use Guided Reading. We have also used the principles of Talk for Writing in delivering writing in Phase 1 and Phase 2
- In RE we use the Somerset agreed syllabus, 'Awareness, mystery and value' and agreed PSHE curriculum;

From Reception through to Year 6 opportunities will be taken to extend the curriculum beyond the statutory requirements through:

- visitors, including artists, poets, craftspeople, actors, musicians;
- the use of the school grounds, the locality and the wider environment;
- educational visits;
- support of parents.

Many of these activities aim to embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school.

Delivery

The school week provides 21 hours and 45 minutes teaching time for KS1 and 23 hours and 45 minutes for KS2. The curriculum is planned in such a way that it can be delivered over 34 weeks. This leaves 4 weeks integrated within the school year, for curriculum enrichment and collaborative events. eg. residential visits, productions, religious events, cultural days, music festivals, teddy bears picnic, field trips etc.

Literacy and Numeracy are delivered to mixed ability classes throughout school. All other aspects of the curriculum are taught in classes or year groups with differentiation as necessary. Cross-curricular links are made between subjects where appropriate and a range of resources is used to underpin the curriculum.

Optional topic base homework is set, where appropriate, to link the curriculum with learning at home.

Assessment

See separate policy on assessment

Reporting on pupil attainment

All work carried out by the children is monitored and evaluated. A written school report is made available to parents annually in the spring term. Parents are invited to Parent/Teacher Consultation meetings in the autumn and summer terms. The Governing Body receives regular reports on pupil attainment compared to the national picture and similar schools and pupils' prior attainment.

Target setting

All pupils are set 'next step' learning targets through teachers' marking and feedback to pupils. These are based on the Key Learning Objectives which help each child identify the areas that they need to focus on in order to make those 'next steps'. Using the summer assessment level as a base, end of year targets in Numeracy, Writing and Reading Comprehension are set for each child with the expected progress being a minimum of 6 points over two years.

Roles and Responsibilities

The Governing Body will receive from the head teacher -

- The standards reached in each subject, by every year group, against national averages and similar schools (RaiseOnline)
- The standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks
- The standards achieved by pupils with special educational needs
- The number of pupils for whom the curriculum was disapplied, the arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils
- The evidence of the impact of national strategies on standards
- The views of staff about the action required to improve standards
- The nature of any parental complaints (against the curriculum).

The Headteacher

- Is responsible for the implementation of this policy and will report back to the Governing Body
- The Head Teacher takes overall responsibility for the curriculum.
- The head teacher will be responsible for advising the GB of any changes in legislation/guidance and will adjust the policy accordingly

Subject managers

- monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies.

Staff ensure that pupils:

- Know what they are going to learn and how to be successful learners
- Are given the opportunity and support needed to assess their own learning and that of others
- Receive positive feedback that is constructive and helps them understand what they need to do next
- Have time to reflect on their learning
- Feel “happy, secure, motivated and stimulated”
- Can work in a positive and practical learning environment
- Are encouraged to be spontaneous
- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
- Create and maintain an exciting and stimulating learning environment
- Ensure that each child's education has continuity and progression
- Ensure that there is a match between the child and the tasks s/he is asked to perform
- Provide a broad and balanced curriculum
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
- Treat children in a dignified way

Pupils

- try hard to do best work in all things
- to be careful about the safety of ourselves and of other people
- to be kind and helpful
- to treat our School, its equipment and surroundings with care
- to take a pride in ourselves, our work and our School

Consultation relating to the curriculum is facilitated through newsletters, from pupils through the class and school councils. Celebration Assembly and from staff and governors at their regular meetings.

Inclusion - provision for all pupils

Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs and abilities. Outcomes from assessment of learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential. The school has developed a model of intervention for children experiencing difficulties in literacy or mathematics based on three waves:

Wave One: The effective inclusion of all pupils in a high quality daily literacy and mathematics lesson

Wave Two: Small group intervention

Wave Three: Specific targeted intervention for pupils identified as requiring special educational needs support.

Mathematics

Mathematics provision is based upon the revised maths framework. KS1 and 2 use 'Abacus' as the core scheme, supplementing with a wide variety of ideas and resources from other schemes as support. Where appropriate, some maths activities are linked to topic based work particularly science and DT. Wave 3 and Springboard are used to support intervention.

English

Literacy provision is based upon the revised literacy framework with strong links made to topic work especially in Phase 1

Phonics is taught daily in Foundation/KS1 using Letters and Sounds. The hundred key words (spellings) are linked to Letters and Sounds.

Spellings are taught following the framework with links made to phonics and topic work vocabulary.

Sex and Relationship Education (SRE)

The Governing Body has an agreed policy for SRE. Children in Years 2, 4 and 6 follow the Channel 4 'Living and Growing' syllabus. Those parents wishing to withdraw their children from these lessons are given the opportunity to do so. SRE for other year groups forms part of the science and health education programmes of study.

Spiritual, Moral, Social and Cultural Opportunities

The staff and governors are keen that all pupils are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, extra events and experiences.

Self Esteem and Self Worth

Celebration assemblies are held each week recognising the achievements of our pupils. Parents of pupils being congratulated are invited into school for these special assemblies. The school also recognises the efforts of individual pupils, a post card is sent home to the child's family when they have made particular efforts with their work so that parents/carers can also share in the celebration. Talents of individual pupils are celebrated within class and at school assemblies and at the annual talent show. The awarding of merits also encourages pupils to do their best both in their school work and in their behaviour towards others.

Extra curricular activities

A range of activities is offered at the start of each half term. Parents of children wanting to attend such activities are asked to sign a consent form. Most teaching staff and many non-teaching staff participate in the provision of extra curricular activities at some stage during the year. Some enrichment activities are organised by external providers.

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Reviewed Jan 10

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Reviewed December 13

Update: January 2014

APPENDIX A

POLICY/DOCUMENT REVIEW CHART FOR THE CURRICULUM COMMITTEE 2011/12

Name of Policy/Documents	Date approved by GB or Committee	Review Date
Statutory - recommended for annual review		
Duty to Set School Attendance Targets	Curriculum	
Pupil Behaviour and Discipline	Curriculum	
School Prospectus	Curriculum	
School Profile	Curriculum	
Safeguarding Children/Allegations of Abuse against Staff/ Central Record of Recruitment Vetting Checks	Curriculum	
Special Educational Needs	Curriculum	
Child Protection	Curriculum	
Sex and Relationships Education	Curriculum	
Collective Worship	Curriculum	
Curriculum	Curriculum	
Early Years Foundation Stage	Curriculum	
Home School Agreement	Curriculum	
Personal, Social and Health Education (THIS POLICY WILL BE STATUTORY FROM SEPTEMBER 2011)	Curriculum	
Attendance Policy: include School Session Times and Registration of Pupils (this element is statutory)	Curriculum	
Children Looked After	Curriculum	
Community Cohesion	Curriculum	

Name of Policy/Documents	Date approved by GB or Committee	Review Date
Drugs, Alcohol & Tobacco	Curriculum	
Educating Gifted & Talented Pupils	Curriculum	
Governors' Visits to Schools	Curriculum	
Off-site Visits and Activities	Curriculum	
Whole School Food Policy	Curriculum	