



Curriculum Policy

Approved by the Governing Body:

Curriculum Statement

The curriculum is all the planned activities that we organise in order to promote learning, 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 that which the children learn from the way they are treated and expected to behave.

Aims and Objectives

The curriculum, whilst paying due regard to achieving high standards in English and Maths, is also broad, exciting and challenging and embraces the five outcomes set out in Every Child Matters:

- Stay safe;
- Be healthy;
- Enjoy and achieve;
- Achieve economic well-being;
- Make a positive contribution;

We do this by:

- Providing a fun, stimulating and challenging learning environment
- Reflecting our high expectations through encouraging independent learning and self-discipline
- Establishing a mutually supportive partnership in which parents, carers, governors and staff share responsibility for the education of our children
- Promoting an awareness of and respect for a diversity of cultures, values, beliefs and abilities
- Working together to create a caring community of learners where every child feels safe and valued
- Ensuring that all children have appropriate and equal access to the curriculum



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Organisation and Planning

We plan our curriculum in three phases. We agree curriculum frameworks (long-term plan) for each Key Stage. This indicates what topics are to be taught in each term, and to which groups of children. Our Curriculum Frameworks are organised within a two-year cycle to accommodate our half term school admission. We review our long-term plan on a regular basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We have adopted the Renewed Frameworks for our school. We use the QCA schemes of work for much of our medium-term planning in the foundation subjects.

Our short-term plans are those that our teachers write on a weekly and 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.

In the Foundation Stage, we plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals and that there is planned progression in all curriculum areas.

Children with Special Educational Needs

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 SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her 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 severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies when making this assessment. We provide additional resources and support for children with special needs. The school provides an Individual Education Plan (IEP) for each of the children who are on the School Action register or have a statement. This sets out the nature of the special need and outlines how the school 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. If a child's need is more severe, we will discuss with the parent/carer



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the possibility of seeking advice from external agencies or undertake statutory assessment.

The Foundation Stage

The curriculum that we teach in the Reception and nursery classes meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences as set out in this document. Teaching in the Reception class builds on children's nursery and pre-school experience. 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.

Roles and Responsibilities

The Headteacher has responsibility for the leadership of the curriculum and for monitoring its provision. The Headteacher also has responsibility for developing and updating the curriculum along with the teaching staff. Curriculum co-ordinators ensure that their curriculum areas have progression and appropriate coverage and is consistently monitored. Curriculum co-ordinators are also responsible for ensuring the satisfactory content and delivery of their subject, for monitoring provision and keeping up to date with curriculum developments, providing Inset where necessary. This should ensure that progress is tracked and that there is appropriate challenge, support and intervention. The SENDCO is responsible for the development of provision mapping and co-ordinating the work of support staff to achieve the best possible outcomes for individual pupils. Class teachers ensure that the curriculum is well-planned and taught and that the aims are achieved for their class. They regularly review and, if necessary, update medium-term plans. The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the Headteacher's report to the Governors. See also:

Assessment Policy

Learning and Teaching Policy

Subject Policies

Equal Opportunities Policy

SEN Policy