

# **Sutton Benger CofE VA Primary School**

## **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 (2014), but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It includes the 'hidden curriculum' – the development of attitudes and behaviours. Our aim is to help every child achieve their full potential by equipping them with a feeling of self-worth, a respectful attitude towards others, an excitement for learning and an enthusiasm for life. In addition, we provide children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future enabling them to lead happy and rewarding lives.

### **2 Values**

**2.1** Our school curriculum is underpinned by the values 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.

**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 and respect each child in our school for who they are. We aim to enable everyone to be successful and provide equal access 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.

### **3 Aims**

**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 develop key learning skills for life such as resilience, teamwork and problem solving.
- 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;
- to enable children to be positive citizens in society;

- to fulfil all the requirements of the National Curriculum (2014) and the Locally Agreed Syllabus for Religious Education;
- to teach children Christian values and to have an awareness of their own spiritual development.

## **4 Key skills**

**4.1** Our curriculum ensures progression in the following key skills:

- enquiry;
- reasoning;
- working with others;
- improving own learning and performance;
- problem-solving and creativity;

**4.2** In our curriculum planning we incorporate these skills and ensure that all subject areas contribute to a child's progress in them. Our school believes that all children need to make good progress in these areas in order to develop to their true potential.

## **5 Organisation and planning**

**5.1** We plan our curriculum based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum section of the Department for Education website: <https://www.gov.uk/government/collections/national-curriculum>

**5.2** We plan our curriculum in four phases. Firstly, we have a two-year rolling curriculum to enable paired classes to share topics. From this, we create a long-term overview for each class annually. This indicates what topics are to be taught in each term, and to which groups of children. Our curriculum is thematic with a cross-curricular approach to enable 'joined up/purposeful' learning to take place.

**5.3** With our medium-term plans, we give clear guidance on the objectives, teaching strategies and key thinking skills that we use when teaching each topic. This ensures progression in learning and provides children with many opportunities to consolidate learning. Our medium term plans show the objectives being taught and how the children will learn, i.e. the activities that they will undertake and the skills that they will develop. We also show how the learning is differentiated to meet the needs of all children in the class.

**5.4** Our short-term plans are those that our teachers write on a weekly basis. We write these for English and Maths and use them to set out the learning objectives for each session, to identify what resources and activities we are going to use in the lesson and how the learning will be differentiated.

## **6 Early Years Foundation Stage**

**6.1** The curriculum that we teach in the reception class meets the requirements set out in the Early Years Statutory Framework. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document and guided by 'Development Matters' (the

non-statutory guidance material to support practitioners in implementing the statutory requirements of the EYFS).

- 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 reception 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 nurseries and other pre-school providers in the area through a range of induction visits and activities.
- 6.3** During the children's first term in the reception class, their teacher makes a baseline assessment to record the skills of each child on entry to the school based on our own observations and discussions with preschool settings. 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.

## **7 Children with special educational needs or learners who are able, gifted and talented**

- 7.1** 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 significantly adapt the curriculum to meet the needs of individual children, then we do so in collaboration with parents and the child.
- 7.2** If a child has a special educational 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 in providing for children with special needs. If a child displays signs of having special needs, his/her teacher assesses this need and plans appropriately to support them, with the support of the SENDCo. In most instances, the teacher is able to provide resources and educational opportunities that meet the child's needs within the normal class organisation. In some cases, additional support is sought from external agencies in order to assist the child in meeting their individual targets. If a child's need is more severe, we consider the child for an Education Health and Care Plan (EHCP), and we involve the appropriate external agencies when making this assessment.
- 7.3** The school provides a pupil profile for each of the children who are on the special educational needs register. This sets out the nature of the child's needs, 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. This profile is written in conjunction with the child and has scope for parental feedback too.
- 7.4** The school ensures it provides an appropriate level of challenge for all pupils, including those who are identified as able, gifted and talented in a specific area of the curriculum. Class teachers plan appropriate opportunities for these children and are supported by the school's Able, Gifted & Talented (AGaT) leader to ensure suitable provision is made to challenge these learners.

## **8 The role of the subject leader**

**8.1** The role of the curriculum subject leader is to:

- provide a strategic lead and direction for the curriculum 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.
- liaise with the curriculum subject's link governor for monitoring purposes.

**8.2** Each subject leader reflects and evaluates the way the subject is taught and writes an action plan which sets out ways in which further improvements to the subject will be brought about. This development planning often links to whole-school objectives. Each subject leader reviews the class curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned in. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

## **9 Monitoring and review**

**9.1** Our governing body's Teaching and Learning Committee is responsible for monitoring the way the school curriculum is implemented. Governors also review each subject area according to the curriculum review timetable and meet with subject leaders. The Headteacher is responsible for the day to day organisation of the curriculum.