

Curriculum Policy

This policy is a whole school policy including EYFS

Our Response to Covid-19

During last year's closures, our school has shown outstanding flexibility, resilience and fortitude. Immediately we surveyed parent opinion to discover family's needs, directly acting upon these to put in place bespoke educational plans. Teachers filmed daily video lessons with assignments in core subjects, providing same day feedback, SEND teaching and daily class Zoom sessions. We cared for Keyworker children too, who followed their class's schedules. Our weekly-filmed assemblies, along with our end of year celebrations supported our community and were a testament to our truly innovative place to study, work and play.

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 Early Years Foundation Stage, the National Curriculum, PSHE, RE and French, 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 co-operate with others while developing knowledge and skills, so that they achieve their true potential, we embrace the ideas of Building Learning Power to help achieve these objectives. Our curriculum offers full time supervised education for pupils of compulsory school age (and below), which gives pupils experiences in linguistic, mathematic, scientific, technological, human and social, physical and aesthetic and creative experiences. An outline of the school's annual long-term curriculum plan is published annually on the school website.

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 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.

- 2.3 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.
- 2.4 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.
- 2.5 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.
- 2.6 We prepare children for the opportunities, responsibilities and experiences of life in British Society.

3 Aims and objectives

- 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 teach children the basic skills of literacy, numeracy and information communication technology;
 - 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 enable children to be positive citizens in society;
 - In preparing children for the opportunities, responsibilities and experiences of life in British Society we consider fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We find opportunities through the weekly virtue programme, current affairs assemblies and through the curriculum and through enrichment opportunities, for example a mock election ran concurrently with the general election.
 - to acknowledge the requirements of the Early Years Foundation Stage and the National Curriculum and other areas of study as appropriate;
 - to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
 - to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
 - to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
 - To give children a breadth of experience through our enrichment programme

4 Organisation and planning

- 4.1 We plan our curriculum, (often themed) in three phases. We agree a long-term plan for each key stage. This indicates what themes are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.
- 4.2 With our medium-term plans, we state the objectives and teaching strategies that we use when teaching each area. We use the Early Years Framework, the National Curriculum along with commercial schemes of work to support our planning and teaching. However, we are not restricted by these and can be flexible on how we deliver the curriculum as long as year learning objectives are met.
- 4.3 Our short-term plans are those that our teachers write on a weekly or 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.
- 4.4 In the Foundation Stage we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the curriculum areas so that each child's needs can be met and so that there is planned progression in all curriculum areas. Balance is given to child led and adult led activities and is predominantly play based.
- 4.5 At Key Stage 1 and 2 the curriculum (often through a theme) at our school, places a greater emphasis on the core and foundation subjects than it does in the foundation stage, we teach these subjects separately and through themes where practical and relevant. These are planned and delivered with rigour to ensure depth, breadth and balance. This means that, for example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of subjects.
- 4.6 We share curriculum plans with parents through the website and also through termly letters from class teachers.
- 4.7 We follow Building Learning Power programme in order to develop resilience, reciprocity, resourcefulness and reflectiveness in our learners. BLP is embedded in planning.
- 4.8 We encourage our children develop an understanding that everyone is equal and should be equally respected irrespective of ethnic origin, nationality, gender, ability, sexual orientation, and religion, even if someone is choosing a lifestyle they would not

choose themselves.

5 Children with special needs and disabilities

5.1 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 adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted. Full details are included in the SEND policy.

Whilst we currently do not have any children with statements we would adopt EHC plans as a way to support (Education, Health and Care).

6 The Early Years Foundation Stage

6.1 The curriculum that we teach in the nursery and reception classes meets and exceeds the requirements set out in the Early Years Foundation Stage, see separate EYFS policy.

6.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned child led and adult led activities, the needs of each unique child can be met.

6.3 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 through verbal contact and through the use of the learning journey.

7 Key skills

7.1 The following skills are embedded within our curriculum provision:

- communication;
- application of number;
- information technology;
- working with others (broadened within our curriculum to include the Springmead Way and the Virtues Project);
- improving own learning and performance (the school has adopted the BLP program to promote this);
- problem-solving.

7.2 All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

8 The role of the subject leader

8.1 The role of subject leaders is to:

- 1 provide a strategic lead for the subject with the aim of improving standards;
- 2 offer support and advice to colleagues on the subject;
- 3 monitor pupil progress in that subject area across the school through observations and discussion with staff and children. Also through regular work scrutinies.
- 4 review the way the subject is taught at the school and plan for improvement;
- 5 understand current standards in the subject across the school and how this compares to expected targets;
- 6 plan how we are going to improve standards in conjunction with staff and Headteacher;
- 7 provide efficient resource management for the subject;
- 8 review the curriculum plans for the subject and ensure that there is coverage of the National Curriculum, where we feel it is appropriate, and that progression is planned into schemes of work;
- 9 to keep up to date with the developments in the subject at both national and local level;
- 10 keep detailed information on their subject in a subject leader file;
- 11 work with the Headteacher to produce a development plan for the subject which links the whole school objectives;
- 12 review policy annually;
- 13 present a review of the subject to staff at a staff meetings from time to time.

8.2 The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role.

9 Monitoring and review

9.1 The Headteacher is responsible for the day to day organisation of the curriculum and monitors the weekly lesson plans for all teachers, ensuring that all classes are taught subjects effectively, and that all lessons have appropriate learning objectives.

9.2 This policy is the Headteacher's ongoing responsibility, and its effectiveness is reviewed in consultation with the staff.

Signed Headteacher: *Sally Cox*

Date: 17/8/2022