

LOW ASH PRIMARY SCHOOL

**CURRICULUM
POLICY
STATEMENT**

MRS FIONA MEER

DECEMBER 2015

CURRICULUM POLICY STATEMENT

Rationale

In addition to teaching the goals and objectives in the National Curriculum, the school has produced its own policy statement. This is set out in the form of principles by which we work to ensure that we provide a curriculum which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.’ (National Curriculum 2014)

Safeguarding

The Education Act 2002 (as amended) places a duty on schools to safeguard and promote the welfare of pupils at the school by ensuring that risks of harm to welfare are minimised and taking appropriate actions to address concerns about the welfare of a child or children, working to agreed local policies and procedures in full partnership with other local agencies.

The curriculum promotes safeguarding through its content and means of delivery. Certain subjects, such as PE, may be more likely to provide opportunities for recognising safeguarding concerns. Where concerns arise regarding safeguarding and/or child protection, these should be recorded in writing, signed and dated, and passed on to the designated Named Persons in school.

In implementing this policy due consideration to equal opportunities, with regard to race, gender, religion and ability, should be ensured with reference to the Race Relations Amendment Act 2000 (as amended) and all other relevant legislation.

AIMS

The school will aim to make each child’s working environment safe, secure, happy and productive and also to prepare pupils for the opportunities, responsibilities and experiences of adult life.

The school will offer all pupils access to the whole Early Years Foundation Stage / National Curriculum, at appropriate levels, as required by law, in keeping with the school’s development plan.

Through our curriculum, we strive to achieve results above the Department for Education’s floor targets.

The school curriculum, in both content and delivery, will not discriminate against any section of the school community or individual pupils because of gender, race, ability or any other reason.

A high value is placed on the involvement of parents/carers in pupils’ education. School welcomes a home/school relationship which supports children’s learning and encourages parents/carers to support the Home/School Agreement. The school will also encourage children to understand the reasons for specific learning areas and their relevance to future life.

The school encourages pupils to take a pride in their work, become independent learners and promote a desire to do their best for themselves and others.

In line with Government directives, the school will continue to be forward thinking with current and future national and local projects. To enable this development, discretionary curriculum time will be spent in developing maths and English skills across the curriculum.

The Low Ash Curriculum

We believe the Low Ash curriculum should be exciting and engaging – a curriculum which all pupils enjoy and can achieve and flourish within. We believe all stakeholders (pupils, parents, carers, staff and governors) have an important part to play in the shaping of our curriculum, so changes have been made (September 2015) in light of feedback from children and parents/carers. Residentials are now on offer from years 4 to 6; a bigger emphasis is based on art and design, including cooking and nutrition; pupils can enjoy peripatetic music lessons; and a wider variety of extra-curricular activities take place for pupils of all ages during and after school.

Pupils' learning in the classroom is topic based with 3 or 4 main learning challenges per year group, all underpinned by the school's 5 core values – tolerance, law, respect, democracy and liberty. These are reflected in pupils' daily learning. Each learning challenge begins with a 'hook' to submerge the children into their learning and give them a thirst for knowledge, for example a visit by Roman invaders at the start of their learning challenge (Y4). On completion of topics we encourage pupils to reflect on their learning, which might be in class, an IT based reflection or an event for parents in which pupils get the opportunity to show off their knowledge and the work they have produced. In addition, we also ensure children learn beyond the four walls of the classroom to gain first hand experiences of the world around them, undertaking frequent visits to support and reinforce learning.

Our curriculum will be provided through:

- Classroom topics
- Subject lessons
- Activities outside the classroom and visitors to the classroom
- The values promoted by the school, its community (both local and national)
- The context in which our pupils live, both locally, nationally, and globally

Teachers will link subjects wherever appropriate and relevant; the curriculum will not be constrained by subject boundaries, much of the work will be topic based, with an emphasis on applying English, Maths and IT skills across the curriculum. Pupils will practise and reinforce these skills in topic based work, whilst some subjects, which do not fit into the topic, will be taught discreetly. There may also be special 'themed weeks' across the whole school, for example, book week, arts week etc

We believe the following skills are key within pupil development, and we promote these through our creative curriculum:

- communication
- application
- information technology
- working with others
- improving own learning and performance

-problem solving

Long term planning for each key stage and year group takes place every year.

Medium and short term planning clearly identifies skills and values that we are developing within each topic. Regular reviews take place.

Pupils may be taught in ability groups or sets, but these will be flexible to ensure that the individual needs of each child are met.

The role of the curriculum leader

The curriculum leader:

- provides strategic lead and direction for the curriculum ensuring appropriate coverage and balance
- supports and offers advice to colleagues on issues related to their subject
- provides appropriate CPD linked to areas of the curriculum
- provides efficient resource management
- (alongside subject leaders) monitors how their subjects are taught through monitoring the medium and short term planning and ensuring that appropriate teaching strategies are used

The role of the subject leader

Within the school's organisation, each class teacher takes on the responsibility for leading a subject area. It is the role of the subject leader to:

- keep up to date with developments in their key area of learning both at local and national levels
- review the way the subjects are taught in the school and plan for improvement linking to whole school priorities
- monitor how their subjects are taught through monitoring the medium and short term planning
- lead improvement through supporting colleagues
- review curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for
- audit, order and manage resources to enhance learning experiences for the pupils

Curriculum monitoring and review

Evaluation is essential for the planning and development of the curriculum. Evaluation also takes into account the thoughts and opinions of the children and community members of Low Ash. The Governing Body is responsible for monitoring the way in which the school curriculum is implemented.

The governors liaise with the curriculum leader and monitor the way in which the school teaches subjects.

Assessment and reporting – please see assessment policy.

Policy Review:

The Policy will be reviewed bi-annually by the Full Governing Body.

Reviewed December 2015

Signed:

Chair of Governing Body

Next Review Date: December 2017 (or earlier if required)