



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 Framework and Programmes of Study September 2013, 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.

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 Our school is in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England. 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. 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.

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.

We encourage mutual respect for, and tolerance of, those with different faiths and beliefs and for those without faith.

To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process.

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 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.
 - 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 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 and the Locally Agreed Syllabus for Religious Education;
 - 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.

At St Peter & St Paul we aim to develop pupils who are successful, confident and responsible and as a result of the curriculum offered the children will, at a level appropriate to their age and ability, be able to be:

Successful - by acquiring skills which enable them to: ·
Think creatively ; ·
Solve problems; ·
Ask thoughtful questions learn from their mistakes; ·
Collaborate effectively; ·
Be secure in their knowledge from the world and how it is shaped;
Be motivated to learn.

Confident - by having a secure: ·
Sense of identity; ·
Good relationships with all members of their community; ·
Emotional awareness; ·
Knowledge of right and wrong; ·
Understanding of organizational skills; ·
Awareness of a healthy lifestyle; ·

Understanding of risk awareness; ·
Understanding of how to develop their strengths, talents and ambitions;
Confidence and willingness to try new things.

Responsible - by developing their ability to be: ·
Well prepared for life and work; ·
Enterprising; ·
Able to respect others and understand their own and others' cultures and traditions; · Able to understand what it means to be British and will appreciate diversity; ·
Able to challenge injustice; ·
Recognising how to sustain and improve the environment; ·
Able to try to change things for the better.

4 Organisation and planning

- 4.1 We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics 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 give clear guidance on the objectives and teaching strategies that we use when teaching each topic. This is based on the National Curriculum of England 2013.
- 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. We clearly state how we will differentiate for the individual needs for each child.
- 4.4 In the EYFS 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 National Curriculum and early learning goals, and there is planned progression in all curriculum areas.
- 4.5 At Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects than it does at Key Stage 1, and we teach these subjects separately. 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 National Curriculum subjects.

5 Children with special needs

- 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.
- 5.2 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.

6 The Role of the Director of Studies

- Provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum and our learning guarantees.
- Support and offer advice to colleagues on issues related to their subject.
- Monitor pupil progress.
- Provide efficient resource management.

7 The Role of the Subject Leader

Within the school's organisation each class teacher takes on the responsibility for leading on a subject area. The school gives subject leaders non-contact time each term, so that they can carry out the necessary duties involved with their role.

It is the role of subject leader to:

- Keep up to date with developments in their key area of learning at both national and local 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 ensuring that appropriate teaching strategies are used.
- Lead sustainable improvement through supporting colleagues and others.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National curriculum and that progression is planned for.
- Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
- Evaluate teaching and learning and assessment within their subjects.
- Audit, order and manage resources to enhance learning experiences for the pupils.

8 Monitoring and review

- 8.1** Our Trustees' Standards Committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its bi-annual cycle of review and development.
- 8.2** We have named Trustees for literacy, numeracy, ICT and Special Needs. The Trustees liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.
- 8.3** The Director of Studies is responsible for the day to day organisation of the curriculum. The Director of Studies monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

- 8.4** Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Policy last reviewed	September 2015
Next Review	September 2017
Review initiated by	Headmaster