

GREAT CHESTERFORD C. OF E. PRIMARY ACADEMY



Two are better off than one, because together they can work more effectively.

Ecclesiastes 4:9

Curriculum Policy

Approved by the Full Governing Body 2019

'Together we are great'

At Great Chesterford C. of E. Primary Academy, our aim is to provide the best possible education for each child in the context of a caring Christian community. Our values promote inclusion, respect and empathy whilst our broad and balanced curriculum inspires aspirational, lifelong learners.

The Spiritual, Moral, Social and Cultural (S.M.S.C.) development of a child plays a significant part in their ability to learn, achieve and flourish. S.M.S.C. is taught through our broad and balanced curriculum, which enables every child to develop confidently to the very best of their ability.

In our school, we offer a broad and balanced curriculum which enables pupils to develop an enjoyment of and commitment to learning. We strive to provide a high standard of education for all children, irrespective of gender, culture, ability or aptitude.

General Aims:

- To ensure that everyone connected with the school is aware of our motto, values and vision.
- To ensure that S.M.S.C. development is encouraged through the whole curriculum.
- To promote positive learning behaviours throughout the school.
- To encourage pupils to develop and extend individual talents.
- To develop a sense of self-confidence and self-worth.
- To develop their skills to become life-long learners.

Curriculum Organisation

In our Reception Class, we follow the Early Years Foundation Stage. At Key Stage 1 and Key Stage 2, we follow the National Curriculum and include Religious Education (R.E.) and Personal, Social, Health, Economic Education (P.S.H.E.E.). Separate policy documents exist for each area of the curriculum.

The curriculum is organised into topics for each year group to ensure breadth, creativity and progression and is recorded in our whole school curriculum map. Our aim is to engage, excite and stimulate inquisitive learners. Our broad and balanced curriculum is enhanced through regular whole school Theme Weeks which aim to explore, in greater depth, different areas of the curriculum. Specialists and members of the wider community are active participants in our Theme Weeks. In addition, our extensive and varied extra-curricular provision further enhances our broad and balanced curriculum.

As a one-form entry school, pupils are mostly taught with peers of the same age. From Year 1, pupils have a weekly Learning Partner with whom they sit and work with in all areas of the curriculum. The random selection process facilitates growth mindset and has proven to be beneficial to the progress and learning of all our pupils.

Equality and Inclusion

There are many opportunities to promote equality in the curriculum. Respect and equality form an integral part of lessons and daily school life. Lessons are differentiated to ensure all children have full access to the curriculum. Children with Special Educational Needs will usually work alongside the rest of the class and individual One Plans will outline appropriate activities for those children on the special needs register. They may receive additional support from specific support staff. Sometimes, they will work with a specialist teacher.

Role of the Teacher

The class teacher is responsible for planning and delivering the curriculum for their class. Planning takes into account other relevant subject policies. Teachers will differentiate planning to ensure that the curriculum meets the needs of all the pupils in their class. Where appropriate, advice will be sought from the SENCO or external specialists for pupils who have a specific need. It is the teacher's responsibility to plan for any activities being led by additional adults within the classroom.

Assessment and Record Keeping

Assessment is an integral part of teaching and learning. Class teachers are responsible for the continuous assessment and monitoring of pupils' progress and ensuring that adequate records are kept. Full details of the assessment cycle is provided in our Assessment and Record Keeping Policy.

Role of the Subject Co-ordinator

Most teachers are also responsible for a specific area of the curriculum. They provide expertise within the school, offering advice and guidance to colleagues. They monitor, evaluate and contribute to school development and effectiveness in their area of the curriculum.

Learning Environment

Classroom environments should be relevant, lively and stimulating. Within each class, there should be a range of displays, which are used to support pupils' learning, celebrate children's progress and reflect specific subject requirements.

Resources

Resources should be well-organised, aid learning and be accessible for all. Class teachers should ensure that children are taught to care for the equipment and books they use. Subject Co-ordinators are responsible for resources throughout the school in relation to their subject area.

Home Learning

The school has a progressive approach to homework which can be seen in our Homework Policy.

Monitoring and Evaluation

The implementation of this policy is reviewed through the school's monitoring procedures. The curriculum and work of the school is constantly adapting to changing need. It is important that we regularly evaluate and update our policies in light of such changes.

This policy was written in April 2019. It was drawn up in consultation with, and reflects the consensus of, the Headteacher, members of the teaching staff and members of the Governing Body. It will be reviewed in three years' time or before, if it is felt appropriate.

Signed:	Date: June 2019
Headteacher	
Signed:	Date: June 2019
On behalf of the Governing Body	
Next Review Date:	June 2022