

GREAT CHESTERFORD C OF E PRIMARY ACADEMY



Curriculum Policy

Approved by the Full Governing Body June 2015

We aim to provide:

The best possible education for each child within the context of a caring Christian community.

A broad and balanced curriculum which will enable each child to develop confidently and learn and achieve to the best of his/her ability.

A curriculum which will promote the spiritual, intellectual, moral, physical and social well-being of the children.

A curriculum through which children will learn more about the world in which they live and begin to appreciate and develop skills, concepts and attitudes needed for their adult lives.

Opportunities to work with parents in achieving these aims.

We hope that children at this school will:

- develop an enjoyment of and commitment to learning
- encounter Christian beliefs and values
- develop a sense of self-confidence and self-worth
- be encouraged to develop and extend individual talents
- be responsible for themselves and others as members of the school and wider community
- develop an appreciation of the natural environment as well as of human achievements
- experience equality of opportunity

We aim also to work with parents as partners in the education of their children.

CURRICULUM ORGANISATION

At Key Stage One and Key Stage two our curriculum for each year group encompasses as core subjects Religious Education and the National curriculum subjects English, Maths, Science and Information and Communication Technology. The National Curriculum foundation subjects of History, Geography, Art, Design Technology, Music and Physical Education are also taught. Personal Social Health Education and Citizenship although not a statutory subject will be taught. Spiritual, moral, cultural development, intercultural awareness and education against racism, will take place throughout the curriculum, particularly through Religious Education. The use of language and ICT is taught across the curriculum.

Separate policy documents exist for each area of the curriculum and where appropriate will refer to issues affecting Health and Safety. Extra-curricular activities take place at lunchtimes and after school and may vary according to the expertise of the staff available.

At Early Years stage the curriculum is designed to meet the Development Matters guidelines and the needs of the children.

In order that each subject can be fully covered and yet remain meaningful and relevant to the children **Topic Work** will provide a focus for many areas of the curriculum. Although class teachers are responsible for the detailed planning of termly topics planning any changes in Topics should be made in line with whole school development allowing for continuity and progression, breadth and balance. A curriculum map is drawn up which outlines the topics related to each year group.

Topics will be reviewed to take account of changing needs and any national guidance.

It is recognised that not all subjects and skills can be taught through topics. When subjects cannot be fully covered within topics they will be taught separately. When deciding how subject or skills should be taught the needs of the children should be the primary concern. In English and Maths is linked to the National Curriculum These are applied and differentiated in accordance with children's needs.

Early Years

Topics will provide a focus for the educational experiences and opportunities required to meet the needs of four and five year olds. Much learning will occur through a variety of play experiences. Through play and structured group activities, which will occur throughout the day, children will begin to acquire skills concepts and knowledge in all areas within and beyond the national guidance which provides the foundation required for the National Curriculum at Key Stage 1.

At Key Stage 1 topics will provide a basis for much of the work but many basic skills will need to be taught in a systematic way and according to individual need using materials outside the scope of topics. At this stage children's imagination needs to be fostered and developed through play and opportunities to develop children's enthusiasm for learning.

At Key Stage 2 children are interested in a wide variety of subjects and topic work provides opportunities for them to explore interests in depth, to sustain interest in a piece of work and to co-operate with others. Sometimes however in order to achieve independent learning certain skills may need to be taught outside the scope of the topic. Some skills which are hierarchical e.g. in Mathematics will depend on systematic programmes of study which will not always fit into topic work.

Whole school projects contribute to the broad and balanced education that we offer. In addition to enhancing the curriculum in the subjects referred there will be opportunities for enterprise education, education for sustainable development and for pupils to develop financial capability

Children are organised in classes usually according to age. When placing children in classes the social, emotional, physical and intellectual needs of the child are taken

into account. Very occasionally to achieve effective teaching groups classes will include two different year groups and sometimes children will spend more than one year in the same class. Children usually work with the same teacher throughout the day. They may work with other teachers and in other areas of the school if this is felt to best serve their needs. This sometimes happens during Mathematics and some language work when there is a need to group children according to ability and make the best use of specialist teaching. Sometimes children will work with another teacher who can provide expertise in a subject area e.g. Information Technology, Science, P.E., Art, Music.

Within classes children will when necessary work in groups according to ability particularly in Mathematics. Sometimes they will work in groups of mixed ability when co-operative learning can take place. At the beginning of lessons children may be taught as a class especially when the teacher is introducing a topic. Sometimes children will work independently and at their own pace.

Children with **Special Educational Needs** will usually work alongside the rest of the class. An individual education plan will outline appropriate activities for those children on the Special Needs register. They may receive additional support from a classroom assistant. Sometimes they will work with a specialist teacher.

Gifted, talented and able children will have their particular gifts, talents and abilities recognised and the curriculum will enable them to develop their potential.

ROLE OF THE TEACHER

The class teacher is responsible for planning and delivering the curriculum for the majority of the children within his/her class. When planning the curriculum for his/her class the teacher will work according to the aims and curriculum policies and schemes of work in the school. He/she will therefore work closely with colleagues in order to ensure continuity and progression for the children and ensure that long, medium and short-term plans are followed. Teachers will also ensure that whenever appropriate the curriculum is differentiated according to individual need.

Teachers will employ a variety of teaching styles appropriate to the delivery of the curriculum and children's needs or learning styles. These will include providing information, orally visually and practically, asking appropriate questions, encouraging responses, questions and discussion, modelling and scaffolding learning outcomes, knowing when to intervene and when to enable self-direction. Teachers interact with learners assess their learning and revise plans accordingly.

Throughout the curriculum pupils should be enabled to develop the key skills of: communication, the application of number, working with others, improving their own learning and performance, problem solving and the development of thinking skills

Throughout the school and in their own classroom teacher's attitudes will affect children's behaviour, and contribute to their spiritual, moral cultural and social development and should be consistent with school policy.

SUPPORT STAFF

Classroom assistants will support and liaise with teachers in the implementation of the curriculum. They will have access to and follow daily plans and One Plans which outline the delivery of the curriculum for groups and individuals. When appropriate

they will contribute to planning for individuals and groups through discussion with the class teacher.

Classroom Assistants and Administrative staff will provide appropriate and agreed clerical support to the headteacher and teachers to effect implementation of this policy.

Midday staff and classroom assistants contribute to children's personal and social development and should have regard to the school's policies on behaviour, bullying and PSHE and citizenship and the promotion of racial equality.

SUBJECT CO-ORDINATORS

Teachers are also responsible for an area of the curriculum. They provide expertise within the school, offering advice and guidance to colleagues as well as teaching their subject area to particular groups of children when required. They monitor, evaluate and contribute to school development and effectiveness in their area of the curriculum.

LEARNING ENVIRONMENT

This should be lively, encouraging and stimulating. Each classroom should be welcoming. All teachers and support staff are responsible for the whole school environment both inside and outside the building. They should lead by example and ensure that children care for their surroundings as responsible members of the school community

Classroom furniture should be arranged to promote the development of purposeful enquiry and investigation, enabling opportunities for co-operative learning, practical work, quiet reflection and independent study. The environment should take account of children's need to listen and participate in discussions having visual access to necessary information. Attention should be paid to individual learning needs and styles.

Displays of children's work should be stimulating and carefully mounted so that children can see their work is valued.

RESOURCES

Resources should be well organised, aid learning and be accessible to the children. 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.

It is important that teachers and support staff work together in ensuring that resources are accessible to and valued by all.

ASSESSMENT AND RECORD-KEEPING

This is seen as 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. Children are involved in setting their own targets for learning in English and Maths and personal learning and in assessing their own learning. (See Assessment Policy). In Early Years assessment covers all areas of learning and personal development and builds up a profile for each child. Parental input and support helps to complete the rounded picture of each child's

achievements throughout the year. At the end of Key Stages 1 and 2 children are assessed in accordance with Statutory Assessment through tests, tasks and teacher assessment. (SATs). Non-statutory assessment tests and teacher assessment occurs throughout Key stage 2. In addition the Salford and reading test may be used, where appropriate, from year 2 onwards.

When children are taught by specialist teachers class teachers should liaise with the specialist about record keeping and ensure that records are accessible and available to be passed on to other teachers.

It is important that parents receive reports of child's progress both formally and informally.

INCLUSION

All children have access to the full curriculum where appropriately differentiated to take account of individual needs. Every effort will be made to ensure entitlement and equality of opportunity.

PARENTAL AND COMMUNITY INVOLVEMENT

The school seeks to work with parents as partners in the education of their children. Parents are consulted and advised about their children's progress. At the end of the school year they receive a written report of their children's achievements and progress which they are able to discuss with teachers.

Parents and members of the community are involved in the life and work of the school. They may help in classrooms, provide expertise in areas of the curriculum, attend and participate in religious assemblies and worship.

Children are encouraged to learn about their community throughout the curriculum and to make contributions to community life whenever possible.

OUT OF HOURS LEARNING

Extra curricular activities enhance children's learning currently in a wide variety of ways and this may vary from year to year depending on availability and expertise. Parents, teachers and members of the community contribute to this provision. The school has links with the an after school setting which provides for those children whose parents wish them to have after school care. There is also a breakfast club for children before school starts and this is provided, at a fee for any children.

Homework is designed to prepare children for work to be done in school or to extend learning that has taken place during the school day.

CURRICULUM CONTINUITY

Continuity between each stage of the curriculum will be planned. Subject leaders and class teachers will liaise with colleagues within school and with pre-school providers and colleagues in Secondary stage to ensure that teaching strategies are discussed and assessments and records of children's needs are noted and passed on so that appropriate targets can be set to enable pupils to make maximum progress.

MONITORING

The implementation of this policy is monitored and recorded as part of the school's monitoring procedures, through monitoring planning, teaching, learning, assessments of pupils' learning. .

EVALUATION

The results of monitoring are evaluated by teachers, subject co-ordinators, senior management team and the governing body. Action plans are devised to address any shortfall.

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 the light of these changes.