



St Paul's C of E (VC) Junior School

*Promoting, Valuing and Celebrating Achievement
in a Christian Setting*



Curriculum Policy

Status	Date
Staff	November 2015
Full Governing Body	January 2016
Revision Due	Sept 2017

This policy is written with reference to the Christian Foundation of the school

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Rationale

At St Paul's C of E (VC) Junior School we work within an inclusive, Christian environment promoting Christian values including Respect, Equality, Friendship, Love, Encouragement, Compassion and Trust. These are firmly embedded in all aspects of school life enabling us to help every child achieve their full potential by equipping them with a feeling of self-worth, a respectful attitude towards others, an excitement for learning and an enthusiasm for life. We work to equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their future enabling them to lead happy and rewarding lives.

1. Introduction

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our 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, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

2. Values

Our school curriculum is underpinned by the values that we hold dear in 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.

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, emotional 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 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.

3. Aims and objectives

The aims of our school curriculum are:

- to enable our children to gain 'Real Life' experiences which will teach them essential skills needed throughout their school life and in later life;
- 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 English, Mathematics and Computing;
- to enable children to be creative, develop their own critical thinking and promote high level thinking skills (as detailed in 'Bloom's Taxonomy');
- to teach children about the 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 (2014) and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, understanding right from wrong;
- to help children understand and value 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, high self-esteem, and to be able to live and work co-operatively with others.
- to encourage children to be independent learners as well as have the ability to work as part of a team, sharing ideas and taking on different roles within that team.
- to cater for the needs of all children including those with Special Educational Needs and those with exceptional ability.
- to develop close and fruitful links with the wider community.

- to secure for all children, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to areas of learning.

4. Organisation and planning

We plan our curriculum in Lower and Upper school teams, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website:

www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4

Each school team has a long-term plan. This indicates what topics and which National Curriculum objectives are taught in each term. Our curriculum is thematic with a cross-curricular approach to enable 'joined up/purposeful' learning to take place. We use a variety of curriculum resources across the school and topics taught are based on the children's views of what they are interested in learning about. We have recently reviewed our long-term plan to ensure full coverage across Key Stage 2. An overview of the topics taught can be found in Appendix 1.

With our medium-term plans, we give clear guidance on the objectives, teaching strategies and key thinking skills that we use when teaching each topic. We teach all subjects using the National Curriculum (2014). This ensures progression in learning and provides children with many opportunities to consolidate learning. Our medium term plans also show how the children will learn, i.e. the activities that they will undertake and the skills that they will develop. They also show the teaching activities and differentiation within these lessons.

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 core subject, and to identify what resources and activities we are going to use in the lesson. Weekly plans are written for English and Maths, showing differentiation for groups of children with different abilities.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum, and there is planned progression in all curriculum areas.

5. Children with special needs

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 and advice has been sought from external agencies, i.e. the Educational Psychologist.

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 such children. If a child displays signs of having special needs, the class 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. Children's special educational needs may be met by the use of intervention groups or one-to-one support from teaching assistants and teachers.

6. Key skills

Our curriculum ensures progression in the following key skills:

- reasoning;
- enquiry;
- working with others and communication;
- improving own learning and performance;
- problem-solving and creativity;
- computer skills

In our curriculum planning, we plan to help children develop these skills, so that the children's progress can be identified and monitored. 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.

7. The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area; (See Monitoring Cycle Appendix 2)
- provide efficient resource management for the subject.

The school gives core subject leaders non-contact time when necessary, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned.

8. Monitoring and review

Our governing body is responsible for monitoring the way the school curriculum is implemented.

Governors' specific responsibilities are as follows:

- To ensure that the school has a curriculum which reflects the tone and character of the Christian faith and the trust deed of a Church School.
- To ensure compliance with statutory requirements regarding the National Curriculum;
- To ensure compliance with the law on religious education;

- To ensure that the school makes suitable provision for pupils with special educational needs, including those who are more able;
- To ensure that details of the school curriculum are included in the school prospectus;
- To ensure that procedures for handling complaints concerning the curriculum are also included in the school prospectus, and that they are dealt with in accordance with the LA's policy;
- To ensure that the key stage statutory assessment tests are carried out in accordance with national requirements;
- To ratify and publish school targets at Key Stage 2 and review on an annual basis
- To publish end of key stage results annually in the prospectus and the governors' School Profile for parents;
- To ensure that parents receive reports annually about their child's progress and SATs results where applicable;
- To provide a written statement of their policy on sex education and make it available to parents and pupils

Governors have the additional wider responsibilities:

- To ensure that the curriculum is at the heart of decisions on matters such as budget allocation, staffing, the school's strategic plan, the development of premises etc.
- In partnership with the Headteacher and staff, to monitor whether the school is providing the desired curriculum and if it is doing this as effectively as possible.

The Deputy headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher, Deputy headteacher and senior leaders monitor the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Subject leaders monitor the way their subject is taught throughout the school. They monitor long-term and medium-term planning, carry out scrutinies of children's work, take part in lesson observations and learning walks and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.