



St Margaret's Anfield CE Primary School

NAME OF POLICY: Curriculum Policy

DATE: 12/09/2017

PRODUCED BY: R. King

DOCUMENT STATUS

Version	Date	Action	Review Date
Version 1		Adopted by Governing Body	Pending

At St. Margaret's Anfield Primary School we work within an inclusive, Christian environment promoting Christian values including our core values Truth, Fairness, Justice and Joy. These permeate 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 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.

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 the formal requirements of the National Curriculum in order to enrich the experience 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.

Aims and objectives

The aims of our school curriculum are:

- 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 and to develop their own critical thinking;
- 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.

Organisation and planning

For years 1-6, we plan our curriculum in year groups, 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 year group has a long-term plan. This indicates what topics and which National Curriculum objectives are taught in each term.

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 show the objectives being taught and how the children will learn, i.e. the activities that they will undertake and the skills that they will develop.

Our short-term plans are those that our teachers write on a weekly 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. Weekly plans are written for English and Maths, showing differentiation for groups of children with different abilities. A weekly plan shows what other areas of the curriculum and objectives are being covered. They also show the teaching activities and differentiation within these lessons.

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.

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 through the use of PIVATs 5 and with the support of our SENDCO, Ms E. Doran.

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 SEND Code of Practice in providing for children with special needs. 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 teachers and/or teaching assistants.

The Early Years Foundation Stage

The curriculum that we teach in our Reception classes meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Years Development criteria and on developing children's skills and experiences, as set out in this document. We use Letters and Sounds as a phonic scheme.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Foundation Stage builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the pre-school providers in the area.

During the children's first term in Reception, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

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.

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;
- provide efficient resource management for the subject.

Please refer to our Curriculum Management Policy for further information.

Monitoring and review

Our Board of Governors is responsible for monitoring the way the school curriculum is implemented. Governors review each subject area according to the policy review timetable and meet termly with various subject leaders.

Our Senior Leadership Team are responsible for the day to day organisation of the curriculum. The Head Teacher and senior staff 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, medium-term and short-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are purchased, allocated, stored and managed.

Policy written by: R. King

To be reviewed: Governors' meeting in
Summer Term 2018.