



Curriculum Policy

Introduction:

At Ellwood Primary School we believe that the curriculum is a powerful tool that promotes a love of learning and a willingness to explore. We believe that every child is entitled to a broad, balanced education that is right for them and aim to provide a full and rich variety of experiences for the pupils.

The curriculum includes not only the formal requirements of the National Curriculum but also the range of extra-curricular activities that we organise, in order to enrich the experience of the children and to promote their learning and personal growth and development. 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.

We are continually reviewing and improving our curriculum to ensure that it meets our children's needs.

Aims:

We adhere to the National Curriculum Aims (September 2014):

"The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement."

"The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum."

The aims of our school curriculum are:

- To provide the children with a broad, rich and deep curriculum, which offers them a variety of experiences.
- To develop a love of learning and give pupils the opportunity to apply the skills they have learned.
- To provide a curriculum that caters for the individual needs of children.

- To enable all children to understand that they are successful learners.
- To enable children to be creative and to develop their own thinking.
- To develop independence and resilience.
- To develop personal interests and provide a range of opportunities for extra-curricular learning ie clubs.
- To encourage children to be healthy individuals.
- 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, Computing and Science.
- To teach children about their developing world, including how their environment and society have changed over time.
- To help children to understand and appreciate Britain's cultural heritage and promote British values.
- To help children understand what it means to be a member of the European Community and Global citizens and enable them to be positive citizens in society.
- To fulfil all the requirements of the National Curriculum (September 2014) 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, including racial equality.
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Organisation and Planning:

We have a "Creative Curriculum" which is based on developing key skills for learning, matched against the National Curriculum requirements and taught through relevant topics and themes. We use the National Curriculum to guide us and this helps to indicate what topics are to be taught, and to which groups of children. We plan the long-term curriculum based on our pupils' interests and needs and Local, British and International issues and celebrations. Due to the fact that we have mixed year groups within classes, we have devised a three-year rolling programme enabling children to cover the National Curriculum without being repetitive. We will review our long-term plan on an annual basis.

Medium-term 'jigsaw' plans are written by each class teacher giving clear insight into the objectives and skills to be taught. These objectives are also shared with parents and pupils. We use a variety of resources to help us teach all subjects in school and School Pupil Tracker Online (SPTO) to help support our planning, monitoring and assessment.

Our short-term plans are written by teachers on a weekly or daily basis. We use these to set out the learning objectives for each session, differentiation to meets the needs and interests of our pupils, and to identify what resources and activities we are going to use in the lesson.

Throughout the school we strive to adopt a topic approach to curriculum planning. This means that classes may concentrate on a history topic in one term, then switch to a greater emphasis on geography in the next term. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and EYFS. There is planned progression in all curriculum areas.

Children with SEND (Special Educational Needs and Disability):

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 and parents are informed.

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 (2014) in providing for children with special needs. If a child displays signs of having special needs, his/her teacher and/or the SENCo make 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 an EHC (Education Health and Care Plan) of special needs, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.

The school provides an appropriate Intervention Plan for a child who has additional learning needs. These Plans set out the nature of the special need and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Equal opportunities – all pupils have equal entitlement and equal access to all learning irrespective of multiformity e.g race, gender, religious belief or social background. This list is not exhaustive.

The Foundation Stage:

Our Early Years Curriculum meets the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area, whilst building links with others from the wider community.

During the children's first term in the Reception class, their teacher makes a baseline assessment 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.

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:

The following 'key skills' are embedded in our curriculum:

- * communication;
- * application of number;
- * information technology;
- * working with others;
- * improving own learning and performance;
- * problem-solving.

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.

Extra-Curricular – we are committed to developing the whole child and to providing a range of rich experiences. We extend our curriculum by offering a wide range of extra-curricular activities such as music, sport and dance.

The role of the Curriculum Lead; in conjunction with Subject Co-ordinators:

The school has a Curriculum Lead who liaises with staff to lead the curriculum and subject areas. It is the subject co-ordinators' responsibility 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 co-ordinator reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. They ensure that the necessary resources are made available for teaching of their subject. The Curriculum Lead and subject co-ordinators gather evidence and monitor standards in the subject.

Monitoring and Evaluation:

Our governing body is responsible for monitoring the way the school curriculum is implemented. The Teaching and Achievement Committee reviews the provision and impact of the school curriculum and reports to the Governing Body.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher and SMT (Senior Management Team) monitor planning, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. This is done through book scrutiny, planning scrutiny, lesson observations, pupil interviews, staff discussions and audit of resources.

Subject co-ordinators and the Curriculum Lead 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 co-ordinators also have responsibility for monitoring the way in which resources are stored and managed.

Assessment:

Assessment of children's progress is ongoing. Short term assessments are used to adjust daily plans and closely matched to learning objectives. Teachers also assess children against the new National Curriculum (2014) and record progress on the School Pupil Tracker Online.

Agreement date of policy:

This policy was developed by the Curriculum Lead after consultation with staff in September 2018.

Review:

The curriculum policy will be reflected in our practice. The policy will be reviewed in July 2020.