



Curriculum Policy

January 2021

Approved by the Governing Body Strategy Group 14/01/21

**This Policy is due for renewal in Term 3
2022–23**

CURRICULUM POLICY

OF

GODINTON PRIMARY SCHOOL

SECTION ONE – INTRODUCTION

1.1 The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. Our curriculum includes key elements of the National Curriculum but as we are an Academy we have chosen to adapt it, whilst still ensuring the curriculum is broad and balanced. To enrich the curriculum further, we also offer a range of extra-curricular activities. The curriculum 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.

SECTION TWO – VALUES

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

2.2 Our school is in agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England.

- 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 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 we 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.

In addition to the values within the National Curriculum, Godinton Primary School have a clear set of school values which are clearly displayed and celebrated throughout school. Teachers also incorporated into their termly planning.

SECTION THREE – AIMS AND OBJECTIVES

3.1 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 essential skills of English, Maths and Computing (IT) whilst ensuring that the children have a wide and varied curriculum which promotes tolerance and respect.
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs
- to enable children to be positive citizens in society;
- to fulfil the requirements of 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;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

SECTION FOUR – ORGANISATION AND PLANNING

4.1 We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We regularly review our long-term plan to ensure that it meets the needs of our children and this can vary from one cohort to the next.

4.2 Staff plan the curriculum taking into account the needs and interests of all

children. Staff plan a curriculum to ensure that it is engaging and challenging for all children whilst ensuring that specific key skills taught in each year group. Teachers plan their lessons using the Interactive Whiteboard (IWB) which details clear learning objectives and lesson content. The flipchart pages also detail lesson differentiation, activities and resources. Staff use day books and/or a page on the IWB to record any alterations to these plans, to identify specific focus groups to work with either the teacher or teaching assistant and to evaluate and identify next steps for learning.

4.3 In the Foundation Stage and in the first terms of Year 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the Key skills and early learning goals, and there is planned progression in all curriculum areas.

4.4 The Key Stage 1 and 2 is taught under 3 main topics which 2 terms. Examples of topics are ‘The Magic of Learning’ or ‘Who lives in a house like this?’. We use a cross curricular approach to our planning. As far as possible, all work is linked to the term’s topic, including the genres of writing being taught. The work is recorded within Learning Adventure books. We do not have separate science, history, geography books. By recording all work completed within the topic helps parents, staff and children to see the learning journey that has taken place over the course of a term. Not all curriculum subjects are taught during one term however, we ensure that the children receive a broad and balanced curriculum. For example; a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Over the six terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

4.5 At Godinton Primary School we have introduced a STAR week (Showing Tolerance and Respect). During this week the children predominately focus on their RE and PSHE work for the term. The teaching of English skills is embedded within the RE an PSHE work. Maths continues to be taught separately.

4.6 We publish our curriculum on the school website which enables parents to view the areas of study the children will be undertaking. The curriculum website is updated three times per year.

SECTION FIVE – CHILDREN WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITY

5.1 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 further to meet the needs of individual children, we will do so in consultation with the parents and

carers of the child.

5.2 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 children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need, in consultation with the SENco and parents. Planning and provision is then adapted accordingly to meet the child's needs. 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 and/or complex, we consider the child for a EHCP and we involve the appropriate external agencies when making this assessment. We always provide additional resources, and work with outside agencies to provide support and provision for children with special needs.

5.3 The school provides individualised targets and/or a care plan which details long term needs and required adaptations for those pupils with an identified special educational need. Within our school reports, we provide parents with the success criteria required to help their children meet their individual target. A provision map is also sent home to parents, which clearly demonstrates the frequency and type of support that their child is receiving. The provision map may include details of adaptations to the curriculum. All parents/ carers of children who have been identified as having SEN are requested to make an appointment at each Parent Consultation evening to discuss progress and future targets. The progress of pupils with special educational needs is reviewed at the end of the target period and through pupil progress meetings.

SECTION SIX – EARLY YEARS FOUNDATION STAGE

6.1 The curriculum that we teach in the reception class meets the requirements set out in the revised Foundation Stage Curriculum. Our curriculum planning focuses on developing children's skills and experiences, as set out in Development Matters Document and Early Learning Goals.

6.2 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.

6.3 During the children's first term in the reception class, their teacher will make entries in their Learning Journals to record the skills observed for each child. This assessment forms an important part of the future curriculum planning for each child.

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

SECTION SEVEN – THE ROLE OF THE TEAM LEADER

The National Curriculum subjects have been divided into 3 teams based upon which subjects naturally work well together. For each of the 3 teams there is a team leader who has responsibility for ensuring that subjects are driven forward and that areas of priority are addressed. Within each team, teaching staff are assigned subjects, where possible, based on their areas of expertise. Staff work closely with the team leader to ensure that their areas for development for their particular subject are addressed and that other colleagues are kept informed of latest developments and initiatives.

7.1 The role of the Team 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.

7.2 The school aims to give team leaders non-contact time each term, so that they can carry out the necessary duties involved with their role. It is also the responsibility of the team leaders to delegate their allocated management time to a subject leader if required to complete work for their subject, as identified within the Team development plans. It is the role of each team leader and subject leader to keep up to date with developments in their subject, at both national and local level. Alongside the Curriculum leader, each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the curriculum and that progression is planned into schemes of work across the school. The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

SECTION EIGHT MONITORING AND REVIEW

8.1 The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher monitors lesson plans for all teachers, ensuring that all classes are taught the requirements of the School Curriculum as well as the National Curriculum, and that all lessons have appropriate learning objectives, as part of the monitoring schedule within school.

8.2 The SMT and team leaders monitor the way their subject is taught throughout the school. They examine planning (flipcharts) and pupil's work to assess standards for particular subjects and that a range of appropriate teaching strategies are used. Team leaders also have responsibility for monitoring the way in which resources are stored and managed.

SECTION NINE – CHILDREN IN CARE

As for all our pupils, Godinton Primary School is committed to helping every Child in Care to achieve the highest standards they can. To this end staff will ensure that in delivering the curriculum they set suitable learning challenges of Children in Care, respond to the diverse learning needs of Children in Care, and help to overcome the potential barriers to learning and assessment for Children in Care. All subject leaders will support staff in doing this within this subject.

SECTION TEN – EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.