

# Policy for Curriculum

## Introduction

The Curriculum is everything that we provide at Market Harborough C of E Primary School to promote learning and the personal development of our pupils. It includes the requirements of the National Curriculum and the Agreed Syllabus for R.E., and a range of extra-curricular activities, before, during and after school hours, designed to enrich the children's experience. It also embraces the 'hidden curriculum': what the children learn from the way they are treated and expected to behave. Our aim is to enable children to work both independently and co-operatively with others, to face challenges with confidence and to develop the skills knowledge and understanding to equip them for the future.

## Values

We believe that:

- All children are unique and that each individual should be treated with equal respect and dignity, irrespective of ability/disability, ethnicity, gender, culture or religious belief
- We should meet the needs of the whole child and promote their social, emotional, spiritual, physical and intellectual development
- Every child is entitled to be treated with fairness and equality of opportunity
- Every child has the potential to succeed and should be offered opportunities and experiences which enable them to achieve that success
- By promoting positive social and moral values we will enable children to value their environment and the community in which they live

## Aims

The aims of our Curriculum are:

- To make learning enjoyable, challenging and inspiring
- To enable all children to learn and develop key skills to the best of their ability
- To promote a positive attitude towards learning and provide a sound basis for lifelong learning
- To enable children to be creative in their thinking

- To provide children with a framework for understanding their developing world, including how their environment and society have changed over time
- To enable children to become responsible citizens
- To help children become aware of their own spirituality and to understand right from wrong
- To help children to understand the importance of truth, fairness and equality
- To develop independence, and self-discipline, so that children can take increasing responsibility for their own learning
- To help children develop their self-esteem and respect for others on a school, local, national and global scale
- To promote and develop meaningful links between different areas of the curriculum
- To provide opportunities for all children to apply their learning
- To fulfill all statutory requirements

## **Organisation and Planning**

We plan our Curriculum in three phases. A long term plan is agreed for each year group, indicating which topics are to be taught in each term, and to which groups of children. These long term plans are reviewed in response to local and national initiatives, and to internal changes in class organisation.

Medium term plans, based on QCA units of work or adopted Schemes of Work, indicate the week by week build up of knowledge and skills. Short term plans set out specific lesson objectives and the learning activities by which they will be achieved. They also indicate how tasks will be differentiated to meet the needs of the pupils and how progress will be assessed.

In the Early Years Foundation Stage, planning is based on a topic approach, informed by the six areas of learning detailed in the Early Years Foundation Stage Curriculum.

## **Meeting the Needs of the Individual**

Our Curriculum is designed to provide equal access and opportunity to all children (including those identified as Gifted and Talented, and those with Special Educational Needs), through a personalised approach to learning which takes into account the individual needs of children including:

- Preferred learning style
- Identified barriers to learning

- Reasonable adjustments for disability
- External factors influencing learning e.g. family breakdown, economic disadvantage, bereavement
- Cultural, racial and religious background
- Children who have English as an additional language

Children identified as having Special Educational Needs are assessed in line with the SEN Code of Practice, involving external agencies where appropriate. Additional support and resources will be provided where specific needs are identified. IEPs set out relevant targets and planned actions for each child which are monitored and reviewed on a termly basis

Where children are identified as being Gifted and Talented, in line with criteria set out in the Gifted and Talented policy, Subject Leaders and the Gifted and Talented Co-ordinator will monitor the appropriateness of work set and progress made.

## **Early Years Foundation Stage**

Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in Foundation Stage builds on the experiences of children in their pre-school learning. During the first term in the Foundation Class, teachers will make a baseline assessment, recording the skills and development of each child on entry to school. This will inform future curriculum planning for each child. We recognise the importance of parent/adult support in ensuring good progress at school and we strive to build positive links with home through regular newsletters, and both formal and informal meetings with parents and carers.

## **Role of the Curriculum Leader – currently the Headteacher**

- To ensure that the values outlined in the Curriculum Policy are put into practice
- To ensure that long term plans are reviewed in response to the changing needs/priorities of the school or local/national developments
- To ensure that medium term planning provides continuity and progression across the school and reflects the long term plan
- To ensure that subject policies are reviewed in line with the policy review schedule
- To liaise with subject leaders, co-ordinate and prioritise subject development, including staff training, in response to local/national initiatives and school needs identified in the SDP/SIP/SEF
- To advise the Headteacher/Governing Body on funding priorities for subject development

- To collate and evaluate subject leader reports to inform future improvement planning
- To ensure that subject files are up-to-date and relevant

### **Monitoring and Review**

The Curriculum Leader will liaise with subject leaders to gather evidence on the quality of teaching and learning in their subject area and report to the SMT and Governing Body on identified strengths and weaknesses and provide advice on future curriculum priorities.

### **Inclusion**

In order to fulfill our aims, we seek to be a fully inclusive school. We have implemented our Disability Equality Scheme and our Accessibility Plan is published in the School Prospectus and updated annually in consultation with parents. All other policies relating to discrimination are fully implemented.

### **Links to Other Policies**

This policy should be read in conjunction with the following policies:

- ❖ Safeguarding and Child Protection
- ❖ Inclusion
- ❖ Equal Opportunities
- ❖ Race Equality
- ❖ SEN
- ❖ G&T
- ❖ Health and Safety
- ❖ Disability Equality Scheme
- ❖ Gender Equality Scheme

November 2010

This policy will be reviewed in Autumn 2013