

**Snarestone Church of England
(Aided) Primary School**



Curriculum Policy

Date of Review: September 2021

Date of Next Review: September 2023

Signed Headteacher:



Our Vision and Curriculum Intent

Our Vision:

As a community, we are working together to ensure educational excellence underpinned by our Christian ethos and values, enabling all to live a rich and abundant life and to achieve their full potential. Each individual should leave us fully prepared for the next stage of their life. (Reflecting John 10:10)

Jesus said, 'I have come to give life – life in all its fullness.'

Our Curriculum Intent:

Our curriculum intent has been designed to ensure that each and every child can live 'life in all its fullness' by offering stimulating and awe-inspiring experiences with our Christian values at its heart.

Our curriculum enables us to build strong relationships, celebrate diversity, encourage respect and build a sense of community. It provides and acknowledges success for all children, in all aspects of their development and it recognises, encourages and celebrates all types of talent.

We provide first hand learning experiences that allow children to develop interpersonal skills and build resilience. Our cross-curricular approach enables our children to make meaningful links with their learning, designed to inspire an enthusiasm for learning and a love a reading, to ensure achievement and to support pupil well-being and happiness.

Our Christian values, PSHE lessons and daily collective worship promote positive attitudes which reflect the skills and character needed for future learning and success. Children leave Snarestone CE Primary School with a sense of belonging and pride that they have developed the confidence and skills needed to be learners in life.



We aim to provide:

The best possible education for each child within the context of a caring Christian community.

A broad and balanced curriculum which will enable each child to develop confidently and learn and achieve to the best of his/her ability.

A curriculum which will promote the spiritual, intellectual, moral, physical and social well-being of the children.

A curriculum through which children will learn more about the world in which they live and begin to appreciate and develop skills, concepts and attitudes needed for their adult lives.

Opportunities to work with parents in achieving these aims.

We hope that children at this school will:

- develop an enjoyment of and commitment to learning
- encounter Christian beliefs and values
- develop a sense of self-confidence and self-worth
- be encouraged to develop and extend individual talents
- be responsible for themselves and others as members of the school and wider community
- develop an appreciation of the natural environment as well as of human achievements
- experience equality of opportunity

We aim also to work with parents as partners in the education of their children.

CURRICULUM ORGANISATION

Compulsory national curriculum subjects at primary school are:

ENGLISH, MATHS, SCIENCE, DESIGN & TECHNOLOGY, HISTORY, GEOGRAPHY, ART & DESIGN, MUSIC, PHYSICAL EDUCATION, COMPUTING, MODERN FOREIGN LANGUAGES (KS2 ONLY).

Schools must also provide RELIGIOUS EDUCATION but parents can ask for pupils to be withdrawn from part of all of lessons.

Schools also teach PERSONAL, SOCIAL & HEALTH EDUCATION (PSHE).

In order that each subject can be fully covered and yet remain meaningful and relevant to the children, broadly themed planning will provide a focus for many areas of the curriculum. Although class teachers are responsible for the detailed planning of termly themes, planning any changes in content taught should be made in line with whole school development allowing for continuity and progression, breadth and balance.

Half-termly themes are based on a high quality text, mainly using Power of Reading. This ensures that reading remains at the centre of our core school curriculum.

A curriculum map is drawn up for the year which outlines the themes and cross-curricular links related to each year group.

Themes will be reviewed to take account of changing needs and any national guidance.

It is recognised that not all subjects and skills can be taught through a theme. When subjects cannot be fully covered within themes, they will be taught separately. When deciding how subjects or skills should be taught, the needs of the children should be the primary concern. English and Maths are based on the National Curriculum with learning objectives and skills taught in accordance with children's needs.

Early Years

A thematic curriculum will provide a focus for the educational experiences and opportunities required to meet the needs of four and five-year-olds. Much learning will occur through a variety of play experiences. Through play and structured group activities, which will occur throughout the day, children will begin to acquire skills, concepts and knowledge in all areas within and beyond the national guidance which provides the foundation required for the National Curriculum at Key Stage 1. For more information see the Early Years Policy.

At Key Stage 1, a broadly thematic approach will provide a basis for much of the work, but many basic skills will need to be taught in a systematic way and according to individual need using materials outside the scope of the themes. At this stage children's imagination needs to be fostered and developed through play and opportunities to develop children's enthusiasm for learning.

At Key Stage 2, children are interested in a wide variety of subjects, and a broadly thematic approach to work provides opportunities for them to explore interests in depth, to sustain interest in a piece of work and to co-operate with others. Sometimes, however, in order to achieve independent learning, certain skills may need to be taught outside the scope of the themes. Some skills which are hierarchical (e.g. in Mathematics) will depend on systematic programmes of study which will not always fit into a thematic approach.

Children are organised in classes according to age. When placing children in classes, the social, emotional, physical and intellectual needs of the child are taken into account. Our class structure will be considered each year by governors to best meet the needs of our pupils. Children usually work with the same teacher throughout the day. They may work with other teachers and in other areas of the school if this is felt to best serve their needs. This is particularly relevant for phonics teaching each day, where children are taught in small groups appropriate to their stage of learning. Sometimes children will work with another teacher who can provide expertise in a subject area, e.g. computing, science, music, art and PE.

Within classes, children will, when necessary, work in groups according to their ability; however most learning will take place working in groups of mixed ability when co-operative learning can take place. Children may work as part of a whole class, small groups/pairs or independently.

Children with **Special Educational Needs** will usually work alongside the rest of the class. An Individual Education Plan (IEP) will outline appropriate targets for those children on the Special Needs register and track progress. These targets are shared with children and parents. They may receive additional support from a classroom assistant or a specialist teacher.

Higher Attaining pupils will have their particular gifts, talents and abilities recognised and the curriculum will enable them to develop their potential.

ROLE OF THE TEACHER

The class teacher is responsible for planning and delivering the curriculum for all of the children within his/her class. When planning the curriculum for his/her class the teacher will work according to the aims and curriculum policies and schemes of work in the school. He/she will therefore work closely with colleagues in order to ensure continuity and progression for the children and ensure that long, medium and short-term plans are followed. Teachers will also ensure that whenever appropriate, the curriculum is differentiated according to individual need, and is interesting and motivating to children.

Teachers will employ a variety of teaching styles appropriate to the delivery of the curriculum and children's needs or learning styles. These will include providing information, orally visually and practically, asking appropriate questions, encouraging responses, questions and discussion, modelling and scaffolding learning outcomes, knowing when to intervene and when to enable self-direction. Teachers interact with learners, assess their learning and revise plans accordingly. Senior leaders will continuously source high quality CPD to support staff in developing their professional competencies and ensure teaching is of consistent high quality.

Throughout the curriculum, pupils should be enabled to develop the key skills of: communication, the application of number, working with others, improving their own learning and performance, problem solving and the development of thinking skills.

Throughout the school and in their own classroom, teachers' attitudes will affect children's behaviour and contribute to their spiritual, moral cultural and social development. This should be consistent with school policy.

SUPPORT STAFF

Classroom Assistants will support and liaise with teachers in the implementation of the curriculum. They will have access to and follow daily plans and Individual Education Plans which outline the delivery of the curriculum for groups and individuals. When appropriate they will contribute to planning for individuals and groups through discussion with the class teacher.

Classroom Assistants and administrative staff will provide appropriate and agreed clerical support to the headteacher and teachers to affect implementation of this policy.

Midday staff and classroom assistants contribute to children's personal and social development and should have regard to the school's policies on behaviour, bullying, PSHE and the promotion of equality.

SUBJECT CO-ORDINATORS

Teachers are also responsible for an area of the curriculum. They provide expertise within the school, offering advice and guidance to colleagues as well as teaching their subject area to particular groups of children when required. They monitor, evaluate and contribute to school development and effectiveness in their area of the curriculum.

LEARNING ENVIRONMENT

This should be lively, encouraging and stimulating. Each classroom should be welcoming. All teachers and support staff are responsible for the whole school environment, both inside and outside the building. They should lead by example and ensure that children care for their surroundings as responsible members of the school community.

Classroom furniture should be arranged to promote the development of purposeful enquiry and investigation, enabling opportunities for co-operative learning, practical work, quiet reflection and independent study. The environment should take account of children's need to listen and participate in discussions, having visual access to necessary information. Attention should be paid to individual learning needs and styles.

Displays of children's work should be stimulating and carefully mounted so that children can see their work is valued.

RESOURCES

Resources should be well organised, aid learning and be accessible to the children. Class teachers should ensure that children are taught to care for the equipment and books they use. Subject Co-ordinators are responsible for resources throughout the school in relation to their subject area.

It is important that teachers and support staff work together in ensuring that resources are accessible to and valued by all.

ASSESSMENT AND RECORD-KEEPING

This is seen as an integral part of teaching and learning. Class teachers are responsible for the continuous assessment and monitoring of pupils' progress and ensuring that adequate records are kept. Termly targets are set for English and Maths and pupil performance against milestones are recorded and tracked using our ALPS tracking system.

Ongoing formative assessment is integral to informing planning and next steps, and it is of paramount importance that pupils should be involved in assessing their own learning and that of their peers (see Assessment Policy).

In Early Years, assessment covers all areas of learning and personal development, and builds up a profile for each child. Baseline assessment is also used to track learning across the first year in school. Parental input and support helps to complete the rounded picture of each child's achievements throughout the year. At the end of Key Stages 1 and 2, children are assessed in accordance with Statutory Assessment through tests, tasks and teacher assessment (SATs). Non-statutory assessment tests and teacher assessment occurs throughout Key stages 1 and 2.

When children are taught by specialist teachers, class teachers should liaise with the specialist about record-keeping and ensure that records are accessible and available to be passed on to other teachers.

INCLUSION

All children have access to the full curriculum which is appropriately differentiated to take account of individual needs. Every effort will be made to ensure entitlement and equality of opportunity.

PARENTAL AND COMMUNITY INVOLVEMENT

The school seeks to work with parents as partners in the education of their children. Parents are consulted and advised about their children's progress. At the end of the school year they receive a written report of their children's achievements and progress which they are able to discuss with teachers.

Parents and members of the community are involved in the life and work of the school. They may help in classrooms, provide expertise in areas of the curriculum, attend and participate in religious assemblies and worship.

Children are encouraged to learn about their community throughout the curriculum and to make contributions to community life whenever possible.

OUT OF HOURS LEARNING

Extra curricular activities enhance children's learning in a wide variety of ways, and this may vary from year to year depending on availability and expertise. Parents, teachers and members of the community contribute to this provision. The school has links with K&C Kids Cabin, an after school club which provides for those children whose parents wish them to have after school care. They also run a breakfast and holiday club. The provision is also for Cygnet attenders from the age of 3.

Homework is designed to prepare children for work to be done in school or to extend learning that has taken place during the school day.

CURRICULUM CONTINUITY

Continuity between each stage of the curriculum will be planned. Subject leaders and class teachers will liaise with colleagues within school and with pre-school providers and colleagues at secondary school, to ensure that teaching strategies are discussed and assessments and records of children's needs are noted and passed on so that appropriate targets can be set to enable pupils to make maximum progress.

MONITORING

The implementation of this policy is monitored and recorded as part of the school's monitoring procedures, through monitoring planning, teaching, learning and assessments of pupils' learning.