



William Stockton Primary School



Curriculum Policy

The curriculum is all planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the 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 positive, responsible people who work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Aim and Objectives

The aims and objectives of our school curriculum are:

- To enable all children to learn and develop their skills to the best of the ability
- To promote a positive attitude towards learning, so that all children enjoy coming to school, and acquire a solid basis for lifelong learning.
- To teach children to be creative and to develop their own thinking to enable children to recognise and utilise their own best learning style
- To teach children the basic skills of literacy, numeracy, science and information technology (IT)
- 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 enable children to be positive citizens in their community and wider society
- To fulfil the National Curriculum and the Cheshire West and Chester Agreed Syllabus for Religious Education
- 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 together.

Organisation and Planning

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 review our long term plan on a regular basis.

With our medium term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We ensure that basic skills of literacy and numeracy run through the curriculum.

Our short term plans are those that our teachers write on a weekly basis or daily 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.

In the EYFS and at Key Stage One and Two we adopt a 'Learning Challenge' approach to curriculum planning. We plan the curriculum carefully and progressively, so that there is coherence and full coverage of all aspects of the seven areas of the Early Years Foundation Stage and the National Curriculum.

Children with Special Needs, including Able, Gifted and Talented

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in the SEND policy. We always provide additional resources and support for children with special needs.

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 staff or parents/Carers raise a concern about a child, the teacher is able to provide resources under advice from the SENco. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Support staff or specialist teachers may be used to assist the child.

If a child is working at the extension level they will be given open-ended questions and tasks and encouraged to follow lines of thought independently.

EYFS

The curriculum that we teach in the EYFS 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.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Early Years class builds on experiences of the children in their pre-school learning. We build positive partnerships with parents and other settings.

During the Foundation Stage, the teacher makes continual observations to record the children's progress. These assessments form an integral part of the future curriculum planning for each child and shared staff, parents/carers and the Governing Body.

We are 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 families of each child by keeping them informed about their child's progress through their Learning Journey.

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

The school gives subject leaders non-contact time, so they can carry out the necessary duties involved with the role. It is the role of each subject leader 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 improvements. This development planning links to whole-school objectives. Each subject leader 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.

Monitoring and Review

Our Governing Body Curriculum Committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area and development over the school year.

The Governors liaise with the subject leaders, and monitor closely the way school teaches each subject.

The class teacher is responsible for the day to day organisation of the curriculum. The Head Teacher monitors closely the way school teaches these subjects.

Subject leaders monitor the way their subject is taught throughout the school. The teachers are responsible for the medium and long term planning which is shared with the subject leader. Subject leaders also have responsibility for the purchase, storage and management of resources.

This policy will be reviewed annually.