



Banham Community Primary School Curriculum Policy

1 Introduction

The curriculum is all the 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 into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

2 Vision

Our school curriculum is underpinned by our school's aims and objectives for every child which are encapsulated in our school vision. 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. As a school we ensure we C.A.R.E and that our children will be:

- **Confident**

Our children will have their self esteem nurtured to enable them to be happy in themselves and achieve their full potential. We will ensure children are confident in their ability. We will ensure they are able to recognise the areas in which they are not as strong, and are confident in their strategies for progressing. Our children will be given the opportunity to speak in a variety of contexts and to a variety of audiences.

- **Able to meet future challenges**

Our curriculum, both inside and outside the school day, will give the children the skills they need to take to Secondary school and beyond. We will encourage them to have aspirations and ambitions, to 'dream big dreams'. Our children will not only learn

to ask questions but to research answers, analyse information and question plausibility. We will prepare our children for a world that is changing technologically every day. Our children will understand the value of money, be organised and know how to keep themselves safe and healthy.

- **Responsible members of the community**

Our children will be encouraged to be respectful, polite and tolerant of others regardless of their differences, both within and outside of our school community. Our children will be kind and considerate. They will be able to work in teams, and communicate their ideas effectively. They will recognise their place in the variety of communities they are a part of. Older children will be role models for younger children. Their tolerance and consideration will enable them all to make friends happily with all groups, and to deal with disagreements in a sensible way. Our children will be proud of their school, their wider community and the part they play within those.

Underpinning these, our children will be:

- **Effective Learners**

We will foster in our children their love of learning, promote their independence and encourage them to ask questions. We will challenge children to 'have a go' and ensure they are not afraid of trying new things or of making mistakes. We will enable them to recognise the value in listening to other people and celebrate their achievements. Above all, our children will be motivated to try their best.

3 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 bi-annual basis to provide a rolling 2 year programme and this curriculum map is available on our school website.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We adapt our medium-term planning directly from the overview documents for Literacy, Numeracy and topic work provided by the Hamilton Trust. These are also supplemented with other schemes and resources as appropriate.

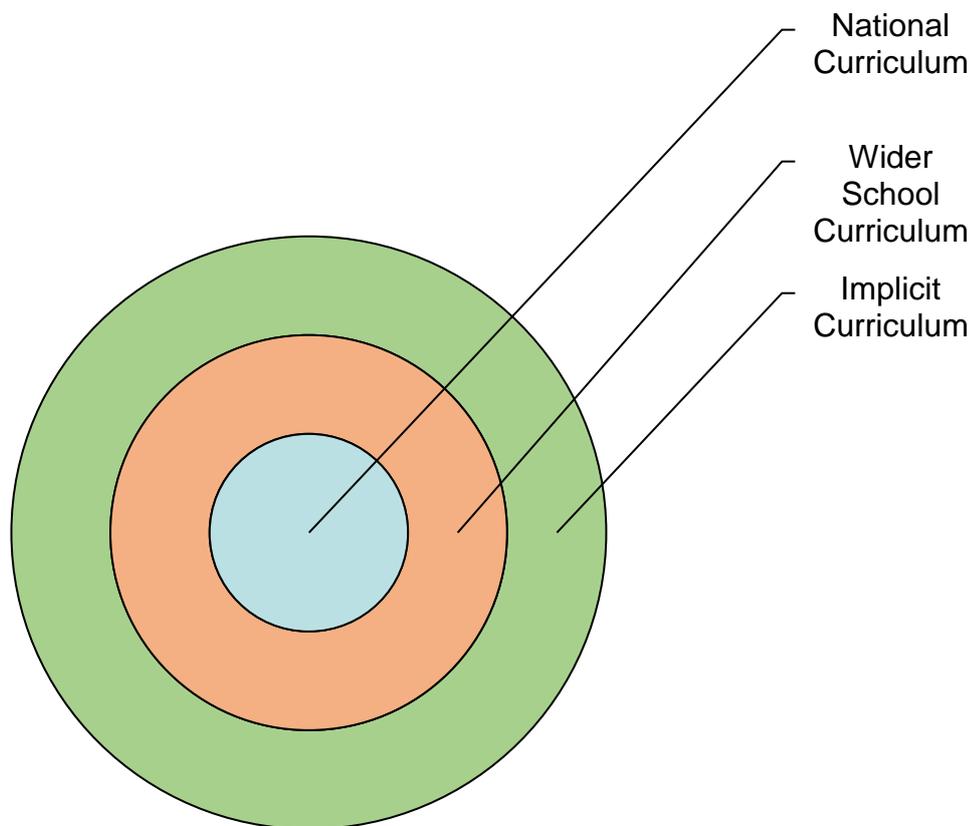
Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

We employ a topic-based, integrated curriculum. Central to this is the belief that children bring with them to school considerable and varied backgrounds

of knowledge and experience, which is not initially differentiated in the child's mind into subject areas. Topic work provides a means of building on such experiences and for introducing children to important areas contained within separate subjects in an integrated way.

4 Curriculum Design

To meet our aims and objectives for our children as described in our school vision, our curriculum is developed beyond the aims of the National Curriculum as shown in the following model:



The **National Curriculum** is at the core of what we do. These are the core objectives set out in *The National Curriculum in England* (DfE, 2014) and cover the core knowledge required in the subjects of English, Maths, Science, Art and Design, Computing, Design and Technology, Geography, History, Languages, Music, Physical Education, Religious Education and Sex and Relationships Education.

The **Wider School Curriculum** expands on that, ensuring our curriculum is balanced and broadly based, promoting the spiritual, moral, cultural, mental and physical development of our children and preparing them for later life. Some of this is made up of 'how' children learn the national curriculum at our school – i.e. through an exciting and interesting 'topic' approach with visits and visitors and opportunities to learn outside where possible. Other parts of this covers objectives not part of the 'National' curriculum but which we, as a school and community, feel are equally important. Our PATHS and Peer Mediation programmes falls under this category, as do our residential trips or Outdoor Learning/Forest Schools/Gardening activities, for example. Other examples include regular learning opportunities based around careers and enterprise, theatrical and musical performances, music tuition, and our range of other exciting extra-curricular activities, including the way we have designed and encouraged development of children's play opportunities at break and lunchtimes. Many of these experiences are outlined in our '101 Curriculum Experiences' list which is available on our website.

The **Implicit Curriculum** is not so much about 'what' we do but 'how' we do it. This incorporates everything from collective worship and behaviour management through to our approaches to Teaching and Learning, questioning, dealings with parents and the community and the school grounds. Some of these approaches are outlined in other policies but we also hope that this is quickly gained and obvious by spending a short time in our school.

Through this concentric approach we hope that we are able to meet the aims we set out for all children in our school vision.

5 Children with special needs

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 only after the parents of the child have been consulted.

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 under the 'Assess, Plan, Do, Review' model. 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 Education, Health and Care plan, 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 tailored interventions for each of the children who are on the special needs register. These can include 'Personal Profile' meetings. This sets 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.

6 The Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised Early Years Foundation Stage curriculum. 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.

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.

7 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 each term, so that they can carry out the necessary duties involved with their 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 improvement. 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. The subject leader may also keep 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.

8 Monitoring and review

Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its bi-annual cycle of review and development.

Governors monitor progress and learning via the curriculum committee and monitoring of the School Improvement Plan.

The Head teacher is responsible for the day to day organisation of the curriculum. The Head teacher monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Subject leaders 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 leaders also have responsibility for monitoring the way in which resources are stored and managed.

9 Other relevant policies

This policy is closely linked to the following other policies available in school:

- Assessment
- Behaviour
- Collective Worship
- Educational Visits
- Individual subject guidelines
- Lunchtime policy
- Teaching and Learning

Reviewed: Autumn 16

Review due: Autumn 18

Signed..... (Head teacher)

Signed..... (Chair of Governors)

Date.....