

## Eyam CE (C) Primary School Curriculum Policy

(see also Special Educational Needs, PSHE Citizenship and Values and Vision)

**September 2015**

**Review Date: September 2017**

**Signed:**

### **Introduction**

Our school's 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 various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' - what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all we believe in making learning fun.

### **Vision and Values**

*Eyam School will be a thriving community built of self-motivated, resilient learners who work together using critical thinking skills to achieve and celebrate success through a culture of respect .*

Our core values are: respect, resilience and responsibility

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.

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

## Eyam CE (C) Primary School

- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among 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 want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

### **The aims of our school curriculum are:**

1. create successful resilient learners who take responsibility for their own learning and are prepared to embark on future challenges with excitement and confidence
2. ensure we provide innovative learning opportunities that develop the whole child empowering pupils to explore and believe in themselves
3. establish an environment where children and adults feel welcomed, valued, happy and secure, irrespective of gender, race or disability.
4. help children understand Britain's cultural heritage;
5. prepare children for life, to be responsible citizens who are able to adapt and grow as technology and society changes
6. teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
7. value the importance of an effective partnership with parents and the community to encourage each child to reach their full potential.

### **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 this long-term plan on an annual basis.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic.

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 and 'steps to success' for each session, and to identify what resources and activities we are going to use in the lesson.

Throughout the school, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

## **The curriculum and inclusion**

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider applying for extra funding to support their needs through an Educational Health care Plan and we involve both pupils, parents and the appropriate external agencies in making an assessment. This may be Educational Psychology or Specialist Teachers. A child may be considered for this assessment if their gaps in learning remain despite intensive in-school support or have a profile of long term complex needs. Our Class teachers and support staff provide quality first teaching as well as ensuring additional resources and support for children with special needs.

The school provides an intervention plan for each of the children who have additional needs. This sets out the nature of the special need, and outlines how the school will aim to address it. The plan also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

## **The Early Years Foundation Stage**

The curriculum that we teach in the Foundation stage class meets the requirements set out in the revised Statutory Framework for the Early Years Foundation Stage (EYFS) 2012. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, 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 and 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 various nurseries and other pre-school providers in the area.

Each term in the reception class the teacher will assess the skills development of each child, and record this in the Foundation Stage Profile. This assessment forms an important part of

Eyam CE (C) Primary School

the future curriculum planning for each child. The progress of each child is also tracked using 'Orbit' an on line tracking tool linked to all the stages of development from 22 months to the Early Learning Goals.

We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing. (see Early Years Foundation Stage Policy)

## **Key skills**

The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving one's own learning and performance;
- fluency, reasoning and problem-solving.

In our curriculum planning we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

## **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 advise colleagues on issues related to the subject;
- monitor pupils' 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 their duties. 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 the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work.

## **Monitoring and review**

Our governing body's Teaching Learning Curriculum & Community committee (TLCC) is responsible for monitoring the way the school curriculum is implemented. See the Governor Monitoring Overview.

The governors on the TLCC liaise with the respective subject leaders, and monitor closely the way that subjects are taught. There is also a named governor assigned to special needs, who liaises with the SEN coordinator, and monitors the ways in which special needs are addressed.

The headteacher is responsible for the day-to-day organisation of the curriculum. The headteacher 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 and for reviewing their curriculum policy.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.