

RISE PARK PRIMARY AND NURSERY SCHOOL

Curriculum Policy

1 Introduction

- 1.1 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 requirements of the current 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. In line with our SEAL curriculum, 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.
- 1.2 We endorse the aspirations concerning curriculum that were set out in the former DfES document *Excellence and Enjoyment 2003*, and 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.

2 Values

- 2.1 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.
- 2.2 We have based our curriculum on the following values:
- 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.
 - 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 encourage the ethos of rights and responsibilities within our school.
 - 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.

3 Aims

3.1 The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information and communication technology (ICT);
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to fulfil the requirements of the current National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- 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 live and work cooperatively with others.
- to enable our children to be healthy and adopt a lifelong healthy lifestyle.

4 Organisation and planning

4.1 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.

4.2 Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. We take/amend our medium-term planning from a range of sources including documentation from previous frameworks and guidance.

4.3 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.

4.4 Throughout the school, we adopt a "curriculum map" approach. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the curriculum and early learning goals, and there is planned progression in all curriculum areas. We aim to link as many subjects as possible so that there is a coherent approach.

5 The curriculum and inclusion

5.1 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 in consultation with parents/carers.

- 5.2** If children have special educational 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 educational 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, including dyslexia, within a normal classroom environment. If a child's need is more severe, we consider involving the appropriate external agencies in making an assessment. We generally provide additional resources and support for children with special educational needs.
- 5.3** The school provides an Individual Educational Plan (IEP) for each of the children who are on the School's Graduated Approach Register. This sets out the nature of the special need, and outlines how the school will aim to address it. Group or Individual Education Plans also set out targets for improvement, so that we can review and monitor the progress of our children at regular intervals.
- 5.4** Some children in our school 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.
- 5.5** The school has implemented the recommendations of *The Stephen Lawrence Inquiry: Macpherson Report* (1999). Our schemes of work address the diversity of our society.
- 5.6** The school is committed to providing for the social and emotional aspects of learning (SEAL), and to providing a programme of events, activities and experiences that supplement the classroom curriculum. These may include music, the arts, sporting and other cultural experiences.

6 The Early Years Foundation Stage

- 6.1** The curriculum that we teach in the reception class meets the requirements set out in current guidance. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.
- 6.2** 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 the Nursery. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.
- 6.3** Each term in the reception class the teacher will assess the skills development of each child, and record this in the Early Years Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

- 6.4** We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

7 Key skills

7.1

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

- 7.2** In our curriculum planning we emphasise the following key skills, so that the children's progress in all of these areas can be identified and monitored.

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

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.

8 The role of the subject leader

- 8.1** The role of the subject leader is to:

- provide a strategic lead and direction for the subject through their own good practice
- contribute to the School Improvement Plan
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

- 8.2** 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 and sees that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

9 Monitoring and review

- 9.1 The Head Teacher is responsible for monitoring the curriculum policy and reports to the Governing Body's Pupils and Personnel Committee on its impact. Governors undertake monitoring visits to support a review of the way the school curriculum is implemented. This committee also reviews each subject through the School Improvement Plan and the Head Teacher's report to Governors.
- 9.2 There is a named governor assigned to each of the following three areas: literacy, numeracy and ICT. These governors liaise with the respective subject leaders, and monitor the way subjects are taught through Governor visits. There is also a named governor assigned to special educational needs, who liaises with the SEN coordinator, and is aware of the way in which special educational needs are addressed.
- 9.3 The head teacher is responsible for the day-to-day organisation of the curriculum. The head teacher monitors medium term planning. Lesson plans are monitored in "drop in" sessions or more formal observations to ensure that all lessons have appropriate learning objectives.
- 9.4 Currently core 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. Currently core subject leaders also have the opportunity to observe classroom practice and often work alongside visiting Governors.
- 9.5 This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

Signed:



Date:

7/2/12