

Chilmark and Fonthill Bishop Church of England (Aided) Primary School
Curriculum Policy

Mission Statement: We live and learn with faith and love

Commended by C/Committee: September 2018
Ratified by FGB: October 2018
Next Review: September 2019

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.

Aims

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability e.g. literacy, problem solving and ICT skills.
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- To provide a broad and balanced education and meet individual needs.
- To give opportunities for spiritual development.

Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan for each class. This indicates which topics are to be taught in each term, and we review our long-term plans annually.

With our medium-term plans, we give clear guidance on the weekly objectives and content for each subject. We take our medium-term planning directly from the guidance documents for Literacy and Numeracy for KS1 and KS2.

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 teaching strategies and activities we are going to use in the lesson.

We adopt a cross curricular approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and EYFS Curriculum, and there is planned progression in all curriculum areas. Over the three terms of the

academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

Links with Parents

We are well aware that all children need the support of parents and teachers to make good progress in the school. We strive to build positive links with the parents of each child by keeping them well informed about the way in which the children are being taught and how well each child is progressing. This takes place through informing parents at the beginning of each term of the areas to be studied as outline plans are published on the class pages of the school website. When parents receive their child's annual report, curriculum coverage is stated as well as a report on attainment and progress.

Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. 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 and the Wiltshire Indicators of Provision Document (WIPD) in providing for children with special needs. If a child has special needs, his/her teacher makes an assessment of this need. 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 has additional needs we provide additional support outside of the normal lessons e.g. ELS, Accelerated Acceleratewrite. The final stage is that we consider the child for an Educational Healthcare Plan

If a child is identified as having special educational needs they may have a My Support Plan which sets out the nature of the special need, and outlines how the school aims to address this. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

ELSA

Children with emotional needs are able to access the curriculum with support from our ELSA.

The Foundation Stage

The curriculum that we teach in the Foundation Stage meets the requirements set out in the Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in the seven areas of learning which are:

1. Communication and Language
2. Understanding the World
3. Physical Development
4. Literacy

5. Art and Design
6. Mathematics
7. Personal, Social and Emotional Development

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities both indoors and outdoors. Teaching in the Foundation Stage builds on the experiences of the children in their pre-school learning and there is a balance between adult led and child initiated activities.

Key Skills

The following skills have been deemed 'key skills' for learning.

- Communication
- Application of Number
- Information Technology
- Working with others
- Improving own learning and performance
- Problem-solving

All subject areas contribute to a child's progress in these skills. Our school believes that all the children need to make good progress in these skill areas in order to develop their true potential.

The Role of the Subject Leaders

The role of the subject leaders is to:

- Provide a strategic lead and direction for the subject.
- Support and advice to colleagues on issues related to the subject.
- Monitor pupil progress in that subject area.
- Provide efficient resource management for the subject from within an allocated budget.

The school gives core subject leaders non-contact time each year, so that they can carry out necessary duties involved with their role. Foundation subject leaders are released on a rolling programme. It is the role of the subject leader to keep up to date with the 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. The subject leader also keeps a portfolio of evidence which is used to show the achievements of children at each key stage and to give examples of expectations of attainment.

Monitoring and Review

Our Governing Body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each core subject on an annual basis and, foundation subject areas on a three yearly cycle of review and development.

We have named governors for all curriculum subjects. The governors liaise with the subject leaders and monitor the implementation of each subject.

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