

Curriculum Policy

Introduction

The curriculum is all the planned activities that we organise in order to facilitate the development of our pupils, their learning and personal growth. It includes not only the formal requirements of the National Curriculum, but also the range of enrichment and extra-curricular experiences planned in order to benefit the learning and development of all pupils. It also includes the 'hidden curriculum', what the children learn from the school's values and ethos, the way they are treated and expected to behave.

Values

Our school curriculum is underpinned by our school vision:

Elvetham Heath Primary School is a positive and supportive learning community where each child is helped to develop academic skills, qualities of character and a 'growth mindset' to enable them to become successful citizens in tomorrow's world. (EHPS Vision)

Aims

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills, understanding, attitudes and dispositions that they need in order to lead fulfilling lives.

Through our curriculum we aim to:

Provide a well-organised, stimulating and secure learning environment in which children's previous knowledge is challenged and enhanced, and where effort is acknowledged and celebrated.

Plan and teach an inspiring curriculum with numeracy and literacy skills at the heart of thematic activities and first-hand experiences, which will motivate and challenge all children through investigative and creative learning.

Encourage all children to develop character traits, attributes and behaviours which are central to the ethos of the school and community and rooted in mutual respect.

Use the language of virtues to help children to be successful learners and members of society, particularly focussing on the virtues of Respect, Responsibility, Perseverance, Honesty and Kindness.

Seek to develop active learners with lively and enquiring minds through the establishment of a firm foundation of positive attitudes through the language of 'growth mindset', and an understanding of themselves as learners.

"It takes a village to raise a child" – African proverb

(EHPS Aims)

Objectives

Through our school curriculum we will:

Enable all children to learn and develop their basic skills of literacy and numeracy to the best of their ability.

Fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education.

Teach children about their developing world, including how their environment and society have changed over time.

Help children understand Britain's cultural heritage and values and be positive citizens in today's society.

Teach children to have an awareness of their own spiritual development, to understand right from wrong and the importance of truth and fairness so that they grow up committed to equal opportunities for all.

Provide consistency and continuity of experience for all pupils.

Organisation and Planning

We plan and organise our curriculum in three phases, the Early Years Foundation Stage, Key Stage 1 and Key Stage 2. We agree a long-term plan for each phase, and for year groups within each phase that indicates which topics are to be taught in each term, and to which groups of children. Typically topics last for half a term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects. We review our Long-Term Plan, or Curriculum Map, on an annual basis.

Our Medium-Term Plans or Schemes of Work identify how and when each curriculum subject will be taught. They give clear guidance on the objectives and teaching strategies and provide a progression of knowledge, skills and understanding.

Our Unit Plans for English and Maths are designed to provide a more detailed short term guidance and are revised and updated 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.

Across all phases we adopt a thematic and 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 Early Learning Goals, and there is planned progression in all curriculum areas. In Key Stage 1 and 2 aspects of English and Maths are taught discretely although, wherever possible, the site of application for literacy and numeracy skills is cross-curricular.

The organisation and planning of the curriculum reflects the school's commitment to high quality *first-hand experiences* and our commitment to *investigative and creative learning*.

Children with Special Educational Needs (SEN)

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 in consultation with the parents of the child.

If a child has a special need, our school will do 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. 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 a statement of special needs, 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 an Individual Educational Plan (IEP) for each of the children who are on the special needs register. 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.

Academically More Able Pupils

For the great majority of the time the needs of able, gifted and talented pupils are met within the planned curriculum delivered in the classroom. This is particularly the case at Elvetham Heath Primary school where a number of our pupils are working above age-related expectations. Sometimes pupils may be withdrawn for specific learning opportunities and challenges. Able, gifted and talented pupils are provided for in a range of ways:

- Differentiation within the class
- Varied and flexible grouping, including extension groups within the class
- Variety of extra-curricular activities
- Visits from experts
- Differentiated homework
- Key principles of good classroom practice, identified by teaching staff

Named Governors/Staff

The school assigns Governors and Staff to have specific responsibilities for SEN and Academically More Able pupils.

The Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. 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.

Partnership with Parents

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. We encourage parents to support their child's learning and provide guidance through curriculum evenings, workshops and regular parent/teacher meetings.

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 management time 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 year 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 also keeps 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.

The school provides subject guidance for each curriculum area including guidance on health and safety (see Staff Handbook).

Monitoring and review

Our Full Governing Body is responsible for monitoring the way the school curriculum is implemented. This is carried out through a variety of activities. These include book scrutiny, learning walks, lesson visits, accompanying children on trips and evaluating the academic performance of all year groups. Some aspects of the curriculum such as SEN provision are reviewed annually where the named governors work alongside the staff to review success and discuss actions for the coming year.

The Headteacher is responsible for the day to day organisation of the curriculum. School leaders monitor the curriculum ensuring that teaching and learning reflects the school aims and values, that all classes are taught the full requirements of the National Curriculum, and that all pupils have access to a high quality curriculum.

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 training of staff and the provision of teaching and learning resources.

Ratified by the Full Governing Body: November 2016

Next due for review November 2019