

ASTON FENCE J & I SCHOOL



CURRICULUM POLICY

March 2020

Introduction

The curriculum is all the planned activities that we organise in order to promote learning, 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.

Values (see also Vision Statement)

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.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all 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. We organise our curriculum so that we promote co-operation and understanding between 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 aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Aims and objectives

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, science and information technology;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;

- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand 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 be able to live and work co-operatively with others.

Organisation and planning

We plan our curriculum using long-term plans for Key Stage 1 and upper and lower Key Stage 2. These plans indicate which areas of each subject are to be taught in each academic year, and to which year groups. We regularly review our long-term plans, and they are currently planned for over a 2 year cycle. There are some exceptions to this - maths, reading, writing and grammar plans are implemented on a yearly basis.

The National Curriculum's Programmes of Study and Rotherham's Agreed Syllabus for R.E. are used to inform our medium-term plans. They ensure that children are taught skills, knowledge and understanding in each subject. Our medium-term plans identify which objectives, concepts and curriculum areas are taught through each termly topic.

Teachers complete short-term plans on a weekly basis. We use these to set out the learning objectives for each session and to identify which resources and activities we are going to use to meet each objective. Opportunities for formative assessment are also identified on these plans.

In the Foundation Stage, at Key Stage 1 and Key Stage 2 we adopt a cross-curricular approach to our topic planning and we ensure that every subject is taught each term. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and/or Early Learning Goals, and there is planned progression in all curriculum areas. Our cross-curricular approach to learning ensures that we plan for every subject area each term, thus ensuring coverage and progression for each year group.

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 this individual need. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having additional/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. We always provide additional resources and support for children with additional/special needs.

The school provides an Individual Educational Plan (IEP) for each of the children who are identified at the formal stage. This sets out the nature of the need, and outlines how the school

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. See also the SEND Policy.

The Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised 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 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 carries out assessments 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.

Key skills

All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to 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 offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

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 for.

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.

The headteacher is responsible for the day to day organisation of the curriculum.

Subject leaders monitor the way their subject is taught throughout the school. Along with colleagues, they examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. They also monitor outcomes by regular scrutiny of topic folders and work books. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.