



<b>Policy Title</b>	<b>Curriculum Policy</b>
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<b>Approving Committee</b>	<b>Curriculum, Standards &amp; Achievements</b>
<b>Chair of Governors</b>	<b>Headteacher</b>
<b>Date of Next Review</b>	<b>October 2018</b>

**Mission Statement:**

Woodborough School is about

**C**hristian caring  
**H**appiness  
**I**nspiring  
**L**earning together  
**D**iversity  
**R**ewarding  
**E**nabling  
**N**urturing

# Woodborough CE Primary School - Curriculum Policy

## 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.

## Values

Woodborough CE Primary School curriculum is underpinned by the values that we hold dear. 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 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 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 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.

## 4. Organisation and planning

We plan our curriculum in three phases.

We agree a long-term plan for each key stage. This indicates which topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching 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 for each session, and to identify what resources and activities we are going to use in the lesson.

### **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 Development Matters 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 nurseries and pre-school providers in the area.

During the children's first term in the reception class, their teacher begins to observe the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. Development Matters is used to assess children's progress during the year.

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 Stages 1 & 2**

The school follows the National Curriculum, however, we teach through topics / cross curricular approach wherever possible to develop links in learning.

Over a school year, all children in Key Stage 1 and Key Stage 2 (Years 1 to 6) follow a planned curriculum and are taught the three 'core' subjects of English, Maths and Science as well as Computing and RE (Religious Education). The 'foundation subjects' of DT (Design and Technology), History, Geography, Art and Design, Music and PE (Physical Education) are also taught. Spanish is taught in the KS2 classes.

The National Curriculum defines the material that has to be covered in all subjects and copies of this, our policies and schemes of work can be seen in school. A variety of teaching methods are used – sometimes the children will be working independently, sometimes in small groups and at other times as a whole class. Care is taken to adjust the work to cater for the needs of all children at all levels; the more able children and those who may have special educational needs and require a little more support to achieve their potential.

### **Extra Curricular Activities**

We try to have as many extra-curricular activities as we can, as we recognise the benefits they can have to health and well-being. We try to get a balance of activities that have to be paid for and those that are free. Some activities take place at lunchtime and others take place after school.

### **Outdoor Activities and Visits**

Outdoor and Adventurous Activities form part of the delivered PE curriculum. This may involve problem-solving or team-building activities in the school grounds as well as formal activities such as orienteering. In addition we plan for our older children to experience adventurous activities away from the school site, through an annual residential visit.

Other visits and visitors are often planned to enhance the taught curriculum and are designed to excite children's interest and imagination. We also make regular visits to local schools in support of Skilled and Talented provision, Sports and Transition.

## **The Curriculum and Inclusion**

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 partnership with parents.

If a child has 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, their 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 requires greater intervention we involve the appropriate external agencies in making an assessment.

The school provides provision mapping for the children who are on the special needs register. This sets out the nature of the special 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.

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 2001. 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 school has due regard for safeguarding and ensures that all members of staff are cognisant with the policy and understand the procedures if they have any cause for concern.

## **Homework**

Homework is a crucial element of the home/school partnership. It gives parents the opportunity to support their children in their learning whilst enabling the children to reinforce and consolidate the work covered at school. Our homework policy outlines the requirements at different stages and ages.

## **Relationships and Sex Education**

Children will encounter matters relating to sex education at quite an early age since the biological processes of life are included in Science covered within the National Curriculum.

The school operates a clearly defined relationships and sex education policy. It seeks to ensure that the subject is dealt with at a level appropriate to the child's age. In the early years children will encounter such topics as: 'Ourselves', 'Growth', and 'Change'.

All children at Woodborough CE Primary School are taught about relationships and sex education from Year 3.

All teaching staff address matters relating to sex and relationships education, and puberty, as and when they arise. We ensure that any issues discussed with the children are explored within the family context. Parents are invited to view any material we use to teach relationships and sex education.

Parents do not have the statutory right to withdraw their children from relationships and sex education lessons that form part of the National Curriculum, but they may withdraw them from any such lessons beyond this. Teachers must still answer all pupils' questions openly and honestly. The Head Teacher will provide a copy of our Relationship and Sex Education policy should anyone request it.

## **The role of the Subject Leader**

The role of the subject leader is to:

- lead the development of subject policies throughout the school;
- work closely with the Headteacher, the link governors / Curriculum, Standards and Achievement Committee and SENCO;
- be accountable for standards in this subject area;
- monitor standards by;
  - auditing the subject area
  - review of the scheme of work
  - monitoring teachers' planning
  - lesson observations
  - scrutinising children's work
  - discussions with pupils
- ensure continuity and progression throughout the school;
- devise a subject improvement plan;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- attend appropriate and relevant CPD;
- keep up to date with new developments;
- undertake a regular audit and stock take of resources;
- purchase new resources when required and in preparation for the new academic year;
- review and monitor;
- report to the Governing Body on the success and development of this policy

Subject leaders receive non-contact time each term, so they can carry out their duties.

## **Monitoring and review**

Our Curriculum, Standards and Achievement Committee is responsible for monitoring the way the school curriculum is implemented.

We have named link governors for English, Mathematics, RE / Collective Worship, Early Years and SEND. The governors liaise with the subject leaders of these areas, and monitor the teaching of these subjects.

The headteacher is responsible for the day to day organisation of the curriculum. The headteacher, Key Stage leaders and subject leaders monitor planning, ensuring that all classes are taught the full requirements of the National Curriculum. Subjects are monitored as they are taught throughout the school.

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