



Curriculum Policy

St Anne's Fulshaw CE Primary School **Curriculum Policy**

Introduction

The curriculum is the totality of pupils' learning experiences. At St Anne's Fulshaw CE Primary School we believe that our curriculum should be broad, balanced, relevant and meet the needs of all children whatever their ability. The taught curriculum is comprised of the National Curriculum and the wider curriculum. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning. The curriculum meets statutory requirements.

Aims

The aims of the curriculum are to:

- promote high standards in all subjects;
- allow children to develop a knowledge of themselves in time and space;
- enable children to be confident and competent in the use of IT;
- promote spiritual development;
- promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- enable children to be aware of the importance of and participate in the arts and related cultural themes;
- enable pupils to develop moral sensibility through carefully taught values;
- develop the personal and social skills of each child;
- provide equality of access and the opportunity for all pupils to make progress;
- prepare pupils for the opportunities, responsibilities and experience of adult life.

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving. Through the provision of rich and varied activities, we aim to:

- encourage the best possible progress and the highest attainment for all pupils;
- enable pupils to make connections across different areas of learning;
- help pupils to think creatively and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

The Organisation of the Curriculum

The curriculum is taught through a combination of discrete subject teaching (ie RE, or mathematics) along with a thematic approach where different topics or areas of learning may be covered simultaneously.

A curriculum map indicates the links between subjects over the course of the year and is planned on a three year rolling programme to accommodate the mixed age classes.

Some setting takes place routinely for numeracy and literacy and occasionally for other subjects. This enables the teaching to focus on a particular age range or level of ability.

Children with Additional Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEN policy. We always provide additional resources and support for children with special needs. 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 in providing for children with special needs.

If staff or parents or carers raise a concern about a child, his/her teacher will make an assessment under advice from the SENCO. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Support staff or specialist teachers may be used to assist the child. If a child is working at the extension level they will be given open-ended questions and tasks and encouraged to follow lines of thought independently, as stated in our Gifted and Talented 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 build positive partnerships through visits by the Foundation Stage teacher to feeder nurseries and through other professional liaison.

During the early years, the teacher makes continual observations to record the children's progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and carers and the Governing Body. We are well aware that all children need the support of parents and carers and teachers to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child's progress through the Learning Journey.

Roles and Responsibilities

- The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff.
- Subject leaders are responsible for liaising with class teachers over the content and delivery of the units of work. They evaluate and monitor standards in their subject.

- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year groups.
- The Headteacher ensures that the progress of each pupil is tracked and that there is appropriate challenge support and intervention.
- The governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the Headteacher's report.

Reviewed January 2015