

Milton Road Primary School

Curriculum Policy

1 Introduction

- 1.1** Our school's curriculum is made up of 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 various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.
- 1.2** We endorse the aspirations concerning curriculum that are set out in the DfES document *Excellence and Enjoyment 2003*, and we seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all we believe in making learning fun.

2 Values

- 2.1** 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.
- 2.2** Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:

We value children's uniqueness, listen to the views of individual children and promote respect for diverse 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, and organise our curriculum to promote inclusion, cooperation and understanding among 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 treat them with fairness and honesty. We seek to enable each person to be successful and we provide equal opportunities for all our pupils.

We strive to meet the needs of all our children and to ensure that we meet all statutory requirements regarding inclusion.

We value our environment and teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves but also for future generations.

3 Aims

3.1 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 and communication technology (ICT);

to enable children to be creative and to develop their own thinking;

to teach children about the developing world, including how their environment and society have changed over time;

to help children understand Britain's cultural heritage;

to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;

to enable children to be positive citizens;

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 distinguish 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 live and work co-operatively with others.

4 Organisation and planning

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

4.2 Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. As we have adopted the National Literacy and Numeracy Strategies for our school, we take our medium-term planning for those subjects directly from the guidance documents. We also use national or county schemes of work for much of our medium-term planning in the other subjects.

4.3 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.

4.4 Wherever appropriate teachers look for ways to make cross-curricular links in their planning.

5 The curriculum and inclusion

5.1 The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we may do so, in consultation with their parents.

5.2 If children have special needs, our school does all it can to meet the individual needs and complies with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then their class teacher (and/or the Inclusion Manager) makes an assessment of this need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider them for a statement of special needs and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs. [See Special Educational Needs Policy]

5.3 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 need and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

5.4 Some children in our school have disabilities and we are committed to meeting the needs of these children. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that disabled 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. [See Equality Policy]

5.5 Our schemes of work and displays address the diversity of our society and reflect the National Curriculum programmes of study.

6 The Foundation Stage

6.1 The curriculum that we teach in the reception classes meets the requirements set out in the revised National Curriculum at Foundation Stage and the guidance produced in 2002. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.

6.2 Our school fully supports the principle that young children learn through play and by engaging in well-planned and structured activities. Teaching in the reception classes builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

6.3 The reception class teachers continually assess the skills development of each child and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

6.4 We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents by keeping them informed about how their children are being taught and how well they are progressing.

7 Key skills

7.1 The following skills have been deemed 'key skills' in the revised National Curriculum:

communication;
application of number;
information and communication technology;
working with others;
improving one's own learning and performance;
problem-solving.

7.2 In our curriculum planning in all subject areas, we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored.

8 The role of the subject leader

8.1 The role of the subject leader is to:

provide a strategic lead and direction for the subject;
support and advise colleagues on issues related to the subject;
monitor pupils' progress in that subject area;

provide efficient resource management for the subject.

- 8.2** 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.

9 Monitoring and review

- 9.1** Our Governing Body's School Development & Curriculum Committee is responsible for monitoring the way the school curriculum is implemented.

- 9.2** The headteacher is responsible for the day-to-day organisation of the curriculum, ensuring that all classes are taught the full requirements of the National Curriculum.

- 9.3** Subject leaders monitor the way their subject is taught throughout the school. They keep up to date with new developments in their subject and advise teachers of appropriate teaching strategies. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

- 9.4** This policy is monitored by the Governing Body and will be reviewed regularly.

Other relevant policies:

Special Educational Needs Policy
Equality Policy
Individual subject policies