

Curriculum Policy

JOHN RANDALL 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, independent, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Values

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 independence 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 computing;
- 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;

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- 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

English, maths, science, RE, PHSE and computing have a long term plan for each year group which give clear guidance on skills, objectives and teaching strategies.

Our short-term plans for English and maths are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session ensuring that lessons are challenging and meet the needs of all pupils. They also identify what resources and activities we are going to use in the lesson. During the lesson pupils generate success criteria (steps to success) based upon the lesson objective.

These are then used by both adults and pupils to assess learning giving clear next steps for learning.

Other subjects are taught through our Creative Curriculum, and in Foundation Stage Child Initiated Play. For the first half of each term Y1-6 follow a whole school theme which develops around our heritage and global community. This is then developed in the second half term along the chosen interests of the children within individual year groups. Teachers use national guidance on skills and objectives to ensure progression and challenge and Subject Leaders ensure that all subjects are given equal importance over time. The Creative Curriculum provides opportunities for pupils to develop spiritual, moral and cultural values.

Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school.

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. The school provides a Provision Map, which is discussed with parents, 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. If a child's need is more severe, we consider the child for an educational health care plan, and we involve the appropriate external agencies when making this assessment.

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Key skills

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

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

These skills are embedded within our curriculum planning, and the children's progress in all of these areas is identified and monitored. 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.
- produce action plans

The school gives subject leaders non-contact time each term, 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 subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum. The subject leader also keeps a portfolio evidencing the development of their subject within the school.

Monitoring and review

Our governing body is responsible for monitoring the annual School Development Plan and termly Raising Attainment Plan.

The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.

The head teacher is responsible for the day to day organisation of the curriculum. The head teacher monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives, pitch and challenge.

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Subject leaders monitor the way their subject is taught throughout the school. They examine planning, monitor lessons and books, ensuring that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Signed: Helen Middleton/Karen Evans

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See also teaching and learning policy