

# Curriculum Policy

November 2018

## Keelham Primary School



<b>Approved by:</b>	C North	<b>Date:</b> 26 <sup>th</sup> November 2018
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<b>Next review due by:</b>	November 2020	

# CURRICULUM POLICY

## Mission Statement of Keelham Primary School

Children at Keelham can expect exciting, enjoyable and high quality learning opportunities. Staff members treat every child as an individual with their own needs. Parents and Governors of Keelham support and encourage the development of the school within the community.

Everybody within school is a learner and can reach their full potential.  
Everybody feels valued and knows their voice will be heard.

### **1 Introduction**

The curriculum incorporates 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 and attainment targets, but also the range of extra-curricular activities that the school organises to enrich the experience of the children.

The curriculum is based on outstanding opportunities both in and out of the classroom, for teaching and learning which will:

- 1) Ensure every child succeeds:** provide an inclusive education within a culture of high expectations, but with an acceptance of mistakes and the opportunity to learn from these.
- 2) Make learning relevant, vivid and real:** develop understanding through enquiry, creativity, e-learning and group problem solving, building on what pupils already know.
- 4) Make learning an enjoyable and challenging experience:** stimulate learning through matching teaching techniques and strategies to a range of learning styles.
- 5) Enrich the learning experience:** build learning skills across the curriculum.
- 6) Promote assessment for learning:** make children partners in their learning.
- 7) Promote a healthy and safe lifestyle:** encouraging children to be informed decision makers.
- 8) Promote children's spiritual, moral, social and cultural development,** providing a basis for **British Values** to grow.

## Organisation and planning

1. We plan our curriculum within the four mixed aged classes, agreeing a long-term plan for each. This indicates what topics and themes are to be taught in each term, and to which groups of children. We base our curriculum planning on the cornerstones themes and ideas. We review our long-term plan on a regular basis, ensuring there is a balance of curriculum coverage throughout the year. The themes may be driven by different aspects of education each year, depending on the focus within the school development plan.
2. Short term plans set out the learning objective and success criteria for each lesson to be taught and recognise what resources, activities and teaching strategies are to be applied for each session. Weekly thematic planning (foundation subjects) is broken down and delivered through lessons which are relevant and engage the children.
3. Planning and delivery of PSHCE subjects is incorporated into weekly plans. These cover up to date and topical issues and agenda, and so develop the whole person as life long learners. Skills for equipping children to make informed decisions within relationships and keeping themselves safe will be developed through PSHCE and through sex and relationship work.
4. Science is taught both through a creative curriculum where relevant and each class timetables the teaching of discreet science lessons weekly. The curriculum will develop a relevant and engaging, enquiry based science investigation for all children in school.
5. Opportunities that encourage Community Cohesion and Social, moral, spiritual and cultural aspects of education are incorporated into long term plans, incorporating links with local and extended community, and at all times promoting the British Values that underpin our society.
6. The creative curriculum planning is carried out on a 2 year rolling programme using Cornerstones Curriculum as a basis for planning.
7. Assessment of learning-Skills and progression in English and Maths are assessed termly within the assessment cycle. Within the creative curriculum assessments are completed for the foundation subjects..
8. **Where a learning opportunity takes place outside of school all children are expected to take part, even where the activity may run in addition to the normal school hours of 8.50am to 3pm. The school will minimise any cost incurred to parents. (No child will be discriminated due to lack of payment). All such activities are part of the school curriculum and as such all children are expected to attend.**

## Special needs requirements

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, we do so through differentiation and support.

## **Key Skills-**

The following key skills form the basis of learning and are planned for through the creative curriculum.

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

## **The role of the subject leader**

- To provide a strategic lead and direction for the subject
- To support and offer advice to colleagues on issues related to the subject
- To monitor pupil progress in that subject area
- To provide efficient resource management for the subject

A continuous cycle of self evaluation is carried out in line with the school self evaluation policy and is based on the provision of the key skills. This is reported to the governors committees termly.

## **The Foundation Stage**

The children in the Foundation Stage are taught from the prime and specific areas of learning in the Early Years Foundation Stage curriculum. The curriculum is based on a two year rolling programme which feeds into the medium term planning. Short term planning for provision and teaching stems from this and is flexible to follow the children's interests and play. All the children in the Foundation Stage take part in a daily phonics session following the Letter and Sounds Phonic programme. Children's progress is recorded termly using the evidence in their progress profiles and phonic and writing assessments. Progress in Foundation is recorded on individual Early Essence trackers.

This policy was developed and agreed by the staff of Keelham Primary in November 2018.

It was reviewed by Governors November 2018.

It will be subject to further review in the Autumn Term 2020.

