

## MERIDEN CHURCH OF ENGLAND PRIMARY SCHOOL



### **Curriculum Policy**

#### **Our curriculum statement**

At Meriden Church of England Primary School, through an ethos underpinned by the Christian faith and values, we provide the children with a curriculum which is broad and well balanced, encouraging all pupils to live safe, active and healthy lives. Through practical and appropriate learning experiences, we nurture pupils' sense of curiosity, enquiry, awe and wonder. We promote high expectations and expect pupils to have pride in themselves as learners.

Throughout their time at Meriden, pupils' literacy and numeracy skills are developed across the curriculum, as well as vocabulary, communication and social skills. Pupils' artistic and creative talents are valued and promoted alongside design and IT skills; key to life in a fast paced technological society. By the end of year 6, our pupils, regardless of gender, ability, social background or ethnicity, will have had the experiences needed to develop the academic skills, social, moral, spiritual and cultural awareness that will enable them be successful lifelong learners, both in secondary school and further into adult life.

#### **Our School Vision**

An outstanding education centred on **Friends, Faith and Lifelong Learning**.

#### **Friends...**

- To encourage positive relationships that are characterised by care and empathy, building respect for themselves and others in a diverse society
- To help build a happy, safe and interconnected community that celebrates life within the school family and the wider village context

#### **Faith...**

- To value all as a gift from God where each individual, within the school family, has the opportunity to explore their own potential and purpose
- To offer an education that has its foundations in the Christian faith that seeks to bring life to all we do

#### **Lifelong learning**

- To encourage a love of learning through a vibrant and inclusive curriculum which actively enables all children to reach their full potential
- To equip all pupils with the skills required to succeed in life

## 1. Introduction

The curriculum is all the planned activities that we as a school organise in order to promote learning, 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 our 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, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

## 2. 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.

## 3. 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 English, Mathematics and Computing;
- to enable children to be creative and to develop their own critical 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 and British Values;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum (2014) and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, understanding right from wrong;
- to help children understand and value 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, high self-esteem, and to be able to live and work co-operatively with others.

## 4. Organisation and planning

We plan our curriculum in Year groups, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website: [www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4](http://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4)

Each year group has a long-term plan. This indicates what topics and which National Curriculum objectives are taught in each term. Our curriculum is thematic with a cross-curricular approach to enable 'joined up/purposeful' learning to take place and topics taught are based on the children's views of what they are interested in learning about. We have reviewed our long-term plan to ensure coverage across the Key Stages. An overview of the topics taught can be found in Appendix 1.

With our medium-term plans, we give clear guidance on the objectives, teaching strategies and key thinking skills that we use when teaching each topic. We teach all subjects using the National Curriculum (2014). This ensures progression in learning and provides children with many opportunities to consolidate learning. Our medium term plans show the objectives being taught and how the children will learn, i.e. the activities that they will undertake and the skills that they will develop.

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. Weekly plans are written for English and Maths, showing differentiation for groups of children with different abilities. A weekly plan shows what other areas of the curriculum and objectives are being covered. They also show the teaching activities and differentiation within these lessons. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum, and there is planned progression in all curriculum areas.

### **5. Children with special educational needs**

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 only after the parents of the child have been consulted and advice has been sought from external agencies, i.e. the Educational Psychologist.

If a child has a special educational need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Children's special educational needs may be met by the use of intervention groups or one-to-one support from Teaching Assistants and teachers. The school provides a profile for each of the children who are on the special needs register. This sets out the analysis of the need, strengths and areas for development and how these will be supported. Advice from the appropriate external agencies is incorporated into the profile.

### **6. The Early Years 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 the Early Years Development criteria and on developing children's skills and experiences, as set out in this document. We use Letters and Sounds as a phonic scheme, supplemented by Jolly Phonics activities. We use the Oxford Reading Tree reading scheme, supplemented with many texts from Bug Club and other suitable schemes.

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

During the children's first term in the Foundation class, to form a baseline, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile 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.

### **7. Key skills**

Our curriculum ensures progression in the following key skills:

- reasoning;
- enquiry;
- working with others and communication;
- improving own learning and performance;
- problem-solving and creativity
- computer skills

In our curriculum planning, we plan to help children develop these skills, so that the children's progress can be 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.

### **8. 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.


The school gives core subject leaders non-contact time when appropriate, 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 and that progression is planned.

## 9. Monitoring and review

Our governing body is responsible for monitoring the way the school curriculum is implemented. Governors review each subject area according to the policy review timetable and meet regularly with subject leaders.

The headteacher is responsible for the day to day organisation of the curriculum. The headteacher and senior staff monitor the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Subject leaders monitor the way their subject is taught throughout the school. They monitor long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed

<b>Approved by Governing Body</b>	<b>November 2015</b>		
<b>Signature of Chair</b>		<b>Date</b>	November 2015
<b>Review Cycle</b>	Three years	<b>Review Date</b>	November 2018