

Mawsley Community Primary School



CURRICULUM POLICY

Policy Ownership	TLO
Statutory Requirement	YES
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Formal Review	Term 1 2021

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Curriculum Policy

1 Introduction

Our school's 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 2014, 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. At Mawsley C.P. School we want children to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their true potential. 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 enjoyable, motivating and fun alongside developing the whole child.

2 Values

2.1 Our school curriculum is underpinned by the values that we aspire to at Mawsley Primary 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 These are the main values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we 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 we organise our curriculum to promote inclusion, co-operation 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 we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will 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 we want to 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 and to be successful in their own way;
- 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, maths 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 and ensure children are prepared for life in Modern Britain.
- 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, Relationships and Health Education 2020 and the Northamptonshire 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 cooperatively with others.

4 Organisation and planning

- 4.1** We plan our curriculum in two phases. We agree a long-term plan for each key stage and year group. This indicates what topics are to be taught in each term, and to which year groups. We review this long-term plan on an annual basis.
- 4.2** Through our short term plans we give clear guidance on the learning intentions, vocabulary and assessment criteria for each lesson ensuring we are covering the requirements of the National Curriculum. We use the programmes of study as outlined in the National Curriculum for English and Maths as a basis to ensure we are meeting the statutory requirements for English and Maths. Our foundation subject curriculum is split into three terms; 'Discover' and 'Explore' where history and geography become our driver subjects and 'Create' where inspiration is taken from a National or world event.
- 4.3** Our short-term plans are those that our teachers write on a termly/weekly basis. We use these to set out the learning intentions for each lesson and criteria by which the children's knowledge and skills will be assessed against.
- 4.4** In the Foundation Stage, and at Key Stage 1 and Key stage 2 our curriculum planning gives thought to integrating subjects and units of work where appropriate. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and Development Matters for Foundation Stage, and there is planned progression in all curriculum areas.

4.5 In Key stage 1 and Key Stage 2 we organise our curriculum to be taught within core weeks and wow weeks, This ensures we have enough time to develop the skills of all subjects in a creative and progressive manner. Core weeks include english, maths, science, PSHE, ICT, RE, French (KS2), PE and Brainboost. Within our wow weeks maths and P.E. lessons continue and a writing task will be used based around the creative learning. The main focus in wow weeks is on Music, Art and DT as well as reviewing learning from the previous term.

4.6 Our curriculum is also enhanced and extended through our school designed “Brain Boost” activities. Throughout the year teachers plan a range of activities and experiences for children in either mixed age groups or single age groups. These activities work on developing key skills we believe are important to our children’s development in terms of creativity, mindset, topical issues, personal skills and social action. Projects are changed annually to meet the development needs of the children or their interests. In the past these have included topics of interest suggested by the children such as Dinosaur World, Outdoor Activities, Robot Wars, Samba Drumming and Bird Watching. There have also been topics related to Our World Family e.g. these have included Irish Dancing, American History, African Drumming and Art from Thailand as well as Community and Business linked projects where adults have volunteered to lead a range of projects including Marketing, Finance, Willow Weaving and Designing a Garden for the local Nursery. We organise, when relevant, community days/projects linked to world or national events to enhance their understanding of these key times eg Olympics, Jubilee, Remembrance Day.

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 we modify some children’s access to the curriculum, in order to meet their needs.

5.2 If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the current SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher 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 the need for additional support, and we involve the appropriate external agencies in making an assessment where necessary. In a small number of cases an application for an Education, Health Care Plan may be made.

5.3 The school provides an Individual Educational Plan (IEP) for each of the children who have an Education, Health Care Plan. This sets out the nature of the special 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. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the Disability Discrimination Act. All reasonable steps are taken to ensure that these 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.

- 5.5** Our schemes of work 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 of the Early Years Foundation Stage. Our curriculum planning focuses on the statutory requirements as set out in Development Matters.
- 6.2** Our school fully supports the principle that young children learn through play, and lessons are planned using both methods of continuous provision and in the moment planning. Teaching in the Foundation Stage classes builds on the experiences of the children in their pre-school learning and that of the learning toolkits issued during their home visits prior to starting school. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.
- 6.3** Each term in the Foundation Stage the teachers will 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 of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

7 The role of the subject leader

- 7.1** 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 including subject knowledge;
 - monitor pupils' progress in that subject area;
 - provide efficient resource management for the subject.
- 7.2** 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. Each subject leader or foundation subject team reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work.

8 Monitoring and review

- 8.1** Our governing board's teaching and learning committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area during its bi-annual cycle of review and development.
- 8.2** There is a named governor assigned to special needs, who liaises with the SEN coordinator, and monitors the ways in which special needs are addressed.

- 8.3** The headteacher is responsible for the day-to-day organisation of the curriculum. The headteacher monitors teachers' planning, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.
- 8.4** Subject leaders monitor the way their subject is taught throughout the school. They examine 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.
- 8.5** This policy is monitored by the governing board and will be reviewed every two years.

This policy was reviewed by the Governing Board on 9th September 2019 and will be updated during the academic year of 2019/20 as our curriculum is reviewed.