

**SELATTYN CHURCH OF ENGLAND
PRIMARY SCHOOL**



**CURRICULUM POLICY
MARCH 2019**

REVIEW MARCH 2020

SELATTYN C. OF E. 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, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

We strongly feel that our curricula should be child and cohort driven with an overriding emphasis on personalised learning journeys that enhance self-esteem and nurture the sense of achievement for all. We acknowledge the importance of basic skills, achievement and attainment but focus on progress and celebrate success in whatever size step it comes in. We want our new curricula to reflect the Ethos of our school with its Christian values and positive, supportive philosophy.

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, an acceptance and realisation that each child's abilities, capabilities, aptitudes and needs are different.
- We value the spiritual, moral, cultural, mental, social and development of each person, as well as their intellectual and physical growth.
- We proudly uphold Christian values, which are present both extrinsically and intrinsically throughout the day to day framework of our school learning environment.
- We value the importance of each person in our community. We are an inclusive learning environment. We organise our curriculum so that we promote co-operation and understanding between all members of our school community, our local community and wider communities and we value the benefits of shared initiatives and expertise.
- We value the rights enjoyed by each person in our society. We respect each child and adult in our school for who they are, and we treat them with fairness and equality. We aim to enable each person to be successful, and we provide equal opportunities for all the children and adults in our school.
- We place a high value on considerate and appropriate behaviour and nurture a culture of respect for each other and ourselves.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, God's environment, and how we should take care of it for future generations, as well as for our selves.

- We value independent learning as a life skill and our curriculum reflects and provides opportunities for this. We encourage independence and self motivation and value the development of lively and enquiring minds.
- We value high expectations and promote high standards across the curriculum in all areas and subjects and value the belief that every child will achieve their true potential.

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 literacy, numeracy, science and information communication and computing
- To enable children to be creative and to develop their own thinking
- To enable children to recognise and utilise their own, best, learning style
- 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 their community and wider society
- To fulfil all the requirements of the National Curriculum and the Shropshire Agreed Syllabus for Religious Education
- 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.

4 Organisation and Planning

- We plan our curriculum in three phases [Early Years, Key Stage One and Key Stage Two] our pupils are taught in 4 classes. Reception, Years 1 and 2 mixed, Years 3 and 4 mixed, and Years 5 and 6 mixed. Our planning and curriculum is based on the National Curriculum and augmented by our own Local Curriculum. We agree long-term plans for each class taking in to account the relevant key stages. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on a regular basis.
- With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We follow guidance and objectives from the latest National Curriculum and Early Years Learning Goals. We take our medium-term planning directly from the guidance documents. We use the national schemes of work for much of our medium-term planning in the foundation subjects.
- 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 and outcomes for each session, and to identify what resources and activities we are going to use in individual lessons.
- In the Foundation Stage, at Key Stage 1 and lower key stage 2 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully and progressively, so that there is coherence, progression and full coverage of all aspects of the relevant stage of the National Curriculum.
- At Upper Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects. Core subjects are taught discretely with some natural links to other areas of the curriculum and foundation subjects may be taught discretely if no links are appropriate or meaningful.

- Our Local Curriculum was formalised following the 2014 Government initiative which states: *From September 2014, schools must innovate and determine additional educational provision which they judge appropriate for their setting, which forms the Local Curriculum. Briefly, this strand should deliver supplementary areas of learning which enhance and include; knowledge, understanding, skills and attitudes and vocational learning options. This strand should also expand and contextualise the content of the subjects covered in the National and Basic Curricula.*
The priorities for our Local Curriculum, what we believe should be our perceived emphasis can be listed as follows:
 - Independent learning opportunities
 - Social skills
 - Problem solving skills
 - Global awareness
 - The environment
 - Healthy choices

These 6 strands can be arched by the heading of *“Learning for Life!”*

Local Curriculum at Selattyn C. E. Primary School will be organised as follows:

Learning will be centred around 5 key elements that contribute to the wider theme of “Learning for Life.”

We have 5 mixed aged school family cohorts, therefore each family will work on one key element at a time, families will rotate around all 5 elements in an academic year.

Key elements:

- Learning Outside the Classroom [*Forest School Activities*] Hilary Betts
- Team Learning and Leading [*Orienteering Activities*] Mel Ward
- Mental Health Awareness [*Resilience, positivity and a healthy mind*] Dave Patch
- Healthy Life Challenge [*Healthy Choices and Exercise*] Pro Skills
- Connections across the world [*Learning about and linking with children in Malawi*] Claire Morgan

Children with Special Needs, including More Able

- The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEN policy. We always provide additional resources and support for children with special needs.
- 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. If staff or parents or carers raise a concern about a child, his/her teacher will make an assessment under advice from the SENCo. In most instances the teacher is able to provide resources, interventions and educational opportunities which meet the child’s needs within the normal class organisation. Support staff or specialist teachers may be used to assist the child.
- The school provides an Individual Education Plan [IEP] for each child on the Special Needs Register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that the progress of the child may be reviewed and monitored at regular intervals.
- If a child is working at the extension level they will be given open-ended questions and tasks and encouraged to follow lines of thought independently, as stated in our More Able Policy.

The Foundation Stage

- The curriculum that we teach in the Early Years class meets the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.
- Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Early Years class builds on the experiences of the children in their pre-school learning. We build positive partnerships through liaison by the Foundation Stage teacher with each child's nursery provision where appropriate and through other professional liaison meetings.
- During the Foundation Stage, continual observations/assessments to record each child's progress are made. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and carers and the Governing Body.
- We are well aware that all children need the support of parents, carers and teachers to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child's progress through individual appointments at termly Parents' Evenings, Annual Reports, information evenings and operating an 'open door' policy in order that parents and carers may speak to staff, as soon as possible, when a need arises.
- We value the contribution that parents and carers can make through sharing their observations of their children, and Early Years' staff incorporate these as part of the on-going child's assessment journey to inform future planning and provision, and the progression of the curriculum for that child.

Monitoring and review

- Our Governing Body's Standards and Curriculum Committee is responsible for monitoring the way the school curriculum is implemented.
- The school has named Link Governors for Standards and Quality of Teaching, Achievement of Pupils, and Early Years Foundation Stage. These areas cover the school curriculum. The specific Governors liaise with the relevant staff and monitor the way the school curriculum is implemented.
- The class teacher is responsible for the day to day organisation of the curriculum and daily planning.
- The headteacher monitors the curriculum content for all classes and lesson plans of all teachers throughout the year.
- Subject leaders monitor the way their subject is taught throughout the school.
- Class teachers are responsible for implementing the medium and long-term planning which has been developed with the subject leader and Headteacher.
- Subject leaders have responsibility for the purchase, storage and management of resources.