



Monitor: Headteacher

Governor Link: All Link Governors

## Introduction

Cheswardine Primary is a unique school and a unique learning experience. It brings together the strength of its traditions and the vitality of its vision to create an environment that inspires individual achievement. Through the curriculum children grow to accept their own individuality and to expand their horizons. They know they belong.

Under the school's guidance the children learn how to realise their goals, utilise their talents, identify their values and to make the most of their opportunities.

Their growth is stimulated by a curriculum based upon the structures of the National Curriculum but reshaped by innovative strategies, creativity and new learning technologies. The curriculum leads each child to broaden their thinking and to raise their expectations.

## The aims of the curriculum policy are that through the school's curriculum:

- Children are led towards the adoption of a strong and positive self-image.
- Children strive and persevere towards achieving their individual and collective best.
- Children have the opportunity to develop as a 'whole person', academically, socially, morally, creatively, spiritually and so on.
- Children are highly competent and confident in basic skills of Literacy, Numeracy and ICT.
- Children have highly developed skills in oracy and verbal communication.
- The Arts have a high profile and children experience a curriculum that is creative, flexible and innovative.
- Children are independent in their learning and able to make *their* own decisions.
- Children develop empathy for others and a clear sense of right and wrong leading to an articulation of their own values.
- Children are self-motivated with an enthusiasm towards learning and life and interested in a variety of subjects and activities.
- Children develop and present their own lines of reasoning and apply the knowledge they have gained to solve a variety of problems.
- Children can use and develop their imagination.
- Children develop an active concern for environmental issues and human rights issues.
- Children develop a positive awareness of different countries; geography, religion, cultures and traditions.
- Children understand that mistakes are a tool to learning and part of the creative process.

## The Curriculum includes:

- The Early Years Foundation Stage.
- The National Curriculum.
- Religious Education and Collective Worship.
- Personal, Social and Health Education. (PSHE).
- Opportunities to support social and speaking and listening skills.
- Sex Education.
- Environmental Studies.
- Homework.
- Opportunities for outdoor and extra curricular activities.
- Opportunities to take part in educational visits.
- Opportunity to take part in performances.

## The Curriculum is:

**BROAD** - so that it provides each pupil with a wide range of concepts, experience, knowledge and skills, and fosters moral, cultural, emotional, aesthetic and physical development while it encourages independent learning.

**BALANCED** - so that each area of the curriculum is allowed sufficient time for its contribution to be effective.

**RELEVANT** - so that all activities contribute to a sound general education that prepares pupils for opportunities, responsibilities and experiences of adult life.

**DIFFERENTIATED** - so that what is taught, and how it is taught is matched to the learning needs of individual children and fully develops their abilities and aptitudes.

**CREATIVE** - so that children develop as innovative and individual learners.

## Organisation and Planning

**Innovation and creativity are the hallmark of the school's approach. We expect teachers to be reflective and dynamic modifying the learning experiences of the curriculum according to current research and technologies and most importantly to the needs and interests of the children.**

We plan our curriculum in three phases:

- We agree a **long-term plan** for each key stage. 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. We follow a two-year, sometimes three-year, rolling programme of topic areas.
- With our **medium-term plans**, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We have adopted the National Literacy and Numeracy Strategies for our school as the basis of maths and English work. As a result we take our medium-term planning directly from the guidance documents but adapt these according to the professional judgment of the teachers. Similarly we use the national schemes of work for much of our medium-term planning in the foundation subjects, but modify these according to professional judgment.

- 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 the intended outcome. It is expected that teachers modify the curriculum to meet the developing lines of interest and enquiry for the children and to respond to the moment such as the advent of snow or events in the news.
- Wherever possible children are encouraged to learn from first hand experience and to acquire skills from practical activities.
- Subjects are largely taught discretely but with the intention that cross-curricular links should be made where appropriate.

## Children with Special Needs and Disabilities (SEND)

- 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 after the parents of the child have been consulted.
- If a child has SEND, 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 SEND. If a child displays signs of having SEND, his/her teacher makes an assessment of this need. In most instances the teacher, SENCO and LSATs are able to provide resources and educational opportunities that meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for a statement of SEND, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with SEND.
- The school provides an Individual Educational Plan (IEP) for each of the children identified with SEND. This sets out the nature of the SEND, 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.

## The Foundation Stage

The curriculum that we teach in the reception class and Nursery 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 reception class builds on the experiences of the children in their pre-school learning. Our Pre-school learning is based upon the interests of the children, and are used to plan work that the children will wish to be involved in.

During the children's first term in the reception class, their teacher makes a baseline assessment 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 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.
- Keep up to date with developments in their subject, at both national and local level.
- Review the way the subject is taught in the school and plan for improvement.
- Review the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

## To Establish Standards

- We set high expectations for pupil achievement, attainment, behaviour and attendance.
- We regularly monitor and compare our school's national test and exam results against national and local benchmarks, as well as with similar schools. We identify our strengths and weaknesses in order to raise our pupils' attainment further.
- We are aware of gender and ethnic differences in our pupils' attainment. We analyse pupils' performance and develop strategies to address imbalances where they occur.
- We maintain systems for monitoring pupils' progress to enable us to estimate and predict termly and annual progress. With this information, we set targets to challenge and improve pupils' attainment, especially at the end of each key stage.

Within the context of performance management, we:

- Sample pupils' work, ascertain levels of expected attainment and set challenging targets.
- Evaluate the quality of our teaching and its impact on pupils' attainment and ensure consistency within our teaching and learning policy.
- Ensure we develop our own professional expertise in order to improve pupils' progress and attainment.
- Ensure all staff have opportunities to develop their professional skills.
- Evaluate pupil and staff performance through an annual monitoring/observation cycle.
- The Headteacher makes regular evaluations of teaching and learning in the school.

Last Reviewed: June 2014

This Review: November 2016

Next review: November 2018