

# CURRICULUM POLICY

## STICKLAND'S CE VA PRIMARY SCHOOL

Adopted date:	25-3-19
Signature of Headteacher:	<i>Kem Clann</i>
Signature of Governing body:	<i>Nicholas Campbell</i>
Next review date	March 2021

The curriculum is the totality of pupils' learning experiences. At Stickland's CE VA Primary School, we believe that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability.

The curriculum is planned effectively, providing continuity and progression. Our aim is to promote an enjoyment of learning and a commitment to learning and achieving.

The curriculum is comprised of The National Curriculum for Key Stage 1 and 2, the Early Years framework in Reception and the wider curriculum. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning.

The curriculum meets statutory requirements.

At Stickland's Primary School we aim to offer a broad and balanced curriculum and provide rich and varied activities. This will provide equality of access and the opportunity for all pupils to make the best possible progress, thus enabling pupils to:

- Make connections across different areas of learning
- Think creatively and solve problems
- Develop pupils' capacity to learn and work independently and collaboratively
- Respond positively to opportunities, challenge and responsibility
- Develop a broad range of knowledge, skills and understanding
- Lead their own learning and make decisions in the learning
- Enjoy learning
- Feel successful in their learning, promoting high self-esteem
- Become creative, independent learners
- Have the flexibility to decide how best to learn in different situations
- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential
- Understand and value the importance of truth, fairness, right and wrong
- Makes learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning

- Achieve high standards in reading, writing and maths
- Acquire knowledge and skills in science and be confident in the use of ICT
- Explore their spiritual, moral, social and cultural development
- Develop a coherent understanding of Christian belief and practice
- Understand Britain's cultural heritage and British Values through relevant learning experiences
- Understand the importance of a healthy lifestyle through the promotion of physical and mental development
- Be aware of the importance of, and participate in the Arts and culture
- Develop moral sensibility through carefully taught values
- Develop their own personal and social skills
- Prepare for the opportunities, responsibilities and experiences of adult life

We recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process

### **Early Years Foundation Stage**

Reception children continue in the Early Years Foundation Stage (EYFS) Curriculum from their playgroup or pre-school setting through to the end of their first year at school.

The EYFS underpins all future learning by supporting and promoting children's development. At Stickland's this is child centred with the children taking part in a wide range of stimulating learning activities child-initiated or adult-led, both inside and outside the classroom.

The EYFS is grounded in active learning. Through practical activities, purposeful play and discussion pupils develop an understanding of the world and the basic skills they will need for their later learning.

Reception is where the children's journey begins which includes the personal, social and emotional aspects of learning. The children in Reception play an active and significant part in school life.

### **Key Stages 1 and 2**

#### **The organisation of the curriculum**

- The curriculum is taught through a rolling programme of discrete subjects and linked curriculum areas where relevant
- The curriculum continues the principles established in the EYFS
- Each class has a two year rolling programme from which each teacher plans age and stage appropriate learning
- The National Curriculum subjects are taught through cross curricular activities when possible and when necessary discretely
- Units of work are planned, over termly or half term duration. These are called **MEDIUM TERM PLANS** and contain the detail of the work to be covered with a progression of learning objectives. The plans indicate how the work will be differentiated and what the pupil outcomes will be

- Each unit of work will aim to include a 'WOW' day, visit or visitor, which is planned to enthuse and inspire
- Time is given for the children to input their thoughts and ideas into the planning process
- SHORT TERM PLANNING is carried out in detail on a weekly basis
- The children are taught in both ability and mixed ability groups appropriate to the task/objective, and the work is differentiated to meet the needs of all abilities
- Units of work in English and Maths are planned with learning objectives taken from the 2014 curriculum
- English, Maths, RE and PE are taught discretely every week but may also be included in addition to the integrated curriculum

### **Roles and responsibilities**

The Head teacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

- Class teachers are responsible for writing the Medium Term Plans. They evaluate and monitor standards in their subject.
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class.
- The subject coordinators ensure that the progress of each pupil is tracked and that there is appropriate challenge support and intervention
- The Governors monitor the success of the curriculum at committee level, through visits to the school, and at whole Governing Body meetings