

SALWAY ASH CE VA PRIMARY SCHOOL CURRICULUM POLICY

This policy is a statement of aims and principles relating to the school's curriculum. It will be reviewed annually by the Governing Body.

School Mission Statement:

Let our light shine as we achieve together.

Salway Ash School values every child, just as God values us, and helps build self-confidence, self-worth and self-esteem to enable all to achieve. We are a strong community where everyone is valued and contributes.

The school aims to

- Develop each child's self knowledge, self esteem and self confidence.
- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and creatively, so that they may become independent, responsible, useful, reflective, confident, respectful and considerate members of the community.
- Create and maintain an exciting and stimulating learning environment
- Ensure that each child's education has continuity and progression
- Ensure that there is a match between the child and the tasks s/he is asked to perform
- Provide a broad and balanced curriculum
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
- Treat children in a dignified way

We aim that all children should

- Learn: to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be happy, cheerful and well balanced
- Be enthusiastic and eager to put their best into all activities
- Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
- Care for and take pride in their school
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Develop non-sexist and non-racist attitudes

Know how to reason and solve problems mathematically in a variety of situations using concepts of number, fractions, decimals, algebra, measurement, shape and space, and statistics.

Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes

Develop an enquiring mind and scientific approach to problems

Have an opportunity to solve problems using technological skills

Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity

Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events

Have some knowledge of the beliefs of the major world religions

Develop agility, physical co-ordination and confidence in and through movement

Know how to apply the basic principles of health, hygiene and safety

To understand the Christian faith and to try to live by its principles.

Understand how citizens can influence decision making through the democratic process.

These aims should be reviewed at least every five years.

The Curriculum

For us the primary curriculum is the way in which we are going to develop a broad band of knowledge that exposes children to different ways of looking at the world. We aim to tailor education to individual need, interest and aptitude so as to fulfil every child's potential. **Every child** will have access to a rich, broad, balanced and differentiated curriculum. We will use diverse teaching strategies to develop the talents of each child and teachers will use the flexibilities that already exist to ally high standards in the basics with opportunities for enrichment and creativity.

Common Values and Purpose

The curriculum, whilst paying due regard to achieving high standards in English and Mathematics, is broad, exciting and challenging:

The curriculum embraces the five outcomes set out in Every Child Matters – Stay Safe, Be Healthy, Enjoy and Achieve, Achieve Economic Well-Being and Make a Positive Contribution;

The curriculum is used to increase children's **knowledge** i.e. key concepts in mathematics, **skills** i.e. the ability to use the acquired knowledge, **understanding** as they grow and develop and become more aware of the world around them and fostering **positive attitudes** to the work they do at school.

The curriculum will be carefully planned and structured to ensure that learning is continuous, and that the children make good progress with the development of their learning, We try to ensure that the knowledge and skills gained are used across the whole curriculum and not simply in isolation and that meaningful links are made between subjects in our termly and half termly topics.

The curriculum will engage the children's interest, encourage and motivate them to want to learn;

It will be exciting and offer children first-hand experience to reinforce their learning and to underpin their growing knowledge, skills, understanding and attitudes;

It will open their eyes to the wonders of creation and cause them to marvel at the incredible and fantastic world in which we live;

The curriculum relates to the values from Collective Worship and the PSHE scheme.

Equal Opportunities

All children, regardless of gender, race or disability are given full access to our curriculum. We have a positive policy of equal opportunities.

Broad Guidelines

The Reception Year follows the DFE Curriculum Guidance for the Foundation Stage which includes seven areas of learning:

Personal, social and emotional development
Communication and language
Mathematical development
Understanding the world
Physical development
Literacy.
Expressive arts and design

Where children move into Year 1 without having achieved the Early Learning Goals, they continue to be taught in line with the Foundation Stage Curriculum. Transition to the Year 1 curriculum does not happen at a point in time but rather when children have reached that stage in their development.

From Year 1 to Year 6 the curriculum consists of:

The National Curriculum; the programmes of study for each subject are used as the basis for the long term and medium term plans.

Understanding Christianity and Discovery RE for RE. Parents may exercise their right of withdrawal from religious worship and instruction.

Sex and Relationships Education (SRE) using Dorset's scheme. Parents may exercise their right of withdrawal from SRE lessons.

Our PSHE curriculum is delivered through the SCARF scheme of work.

From Reception through to Year 6 opportunities will be taken to extend the curriculum beyond the statutory requirements through:

- visitors, including artists, craftspeople, actors, musicians;
- the use of the school grounds, the locality and the wider environment; educational visits; support of parents.
- Many of these activities will embrace the cultural diversity of the society in which we live and enhance the aesthetic environment of the school.

Delivery

All subjects of the curriculum are taught in classes with differentiation as necessary. Each class has a different topic each term or half term centred around geography or history units of work and cross-curricular links are made between subjects based on these topics where appropriate. An extensive range of high quality resources is used to underpin the curriculum. Part of the curriculum is taught as continuing work whilst other aspects may be taught as blocked units of work. Homework is set regularly and appropriately to the age of the children and links the curriculum with learning at home.

Assessment

The school has policies for Assessment, Monitoring and Marking.

Reporting on Attainment

All work carried out by the children is monitored and evaluated. A written school report is made available to parents annually in the summer term. Parents are invited to Parent/Teacher Consultation meetings in the autumn and spring terms. The Governing Body receives regular reports on the children's attainment

Target Setting

Children are set next step learning targets through teachers' marking and feedback. Curricular targets are set and reviewed termly through Pupil Progress Meetings. These targets are set in close consultation with the teaching staff using the evidence from ongoing standards analysis. Using formal and informal assessment as a base, challenging end of year targets in Numeracy, Writing and Reading Comprehension are set for each child.

Roles and Responsibilities

The Head teacher takes overall responsibility for the curriculum. Subject Leaders monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies. Consultation is facilitated from parents through newsletters and questionnaires, from children through questionnaires and class discussions and from staff and governors at their regular meetings.

Inclusion - provision for all children

Teachers plan to meet the needs of all children by ensuring learning is focused on individual children's needs and abilities. Outcomes from assessment for learning enable teachers to set targets which reflect individual children's skills, abilities and potential.

The school has developed a model of intervention for children experiencing difficulties in literacy or mathematics based on three waves:

Wave One: The effective inclusion of all children in a high quality daily literacy and mathematics lessons (Quality First Teaching).

Wave Two: Small group, low cost intervention e.g. Booster classes, Springboard programmes, Early Literacy support, Social Use of Language Programme.

Wave Three: Specific targeted intervention for children identified as requiring special educational needs support and curriculum extension for the Gifted and Talented.

Relationship Education

The Governing Body has an agreed policy for Relationships Education. Relationships Education forms part of the science and health education programmes of study and is taught using the SCARF scheme of work which has been agreed after consultation.

As a staff we agree that RSE is:

“lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of a life-long partnership for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.” DfE 2000

Materials from the NHS Sexual Health Team are used as the basis for the Year 6 Sex and Relationship Education programme of study which goes beyond the statutory science curriculum. Those parents wishing to withdraw their children from these lessons are given the opportunity to do so.

Spiritual, Moral, Social and Cultural Opportunities

The staff and governors ensure that all children are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, assemblies, extra events and experiences. Our curriculum is structured to enable the development of social skills and independence.

Self Esteem and Self Worth

It is recognised throughout the school that promoting every child's self-esteem and self-worth is paramount in every decision made.

Celebration assemblies are held each week recognising the achievements of our children.

Talents of individual children are celebrated within class and at school assemblies and in school productions. Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos.

The aim is that every child will have represented the school at least once in an out of school event before they transfer to secondary school.

Extra-curricular activities

A wide range of activities is offered throughout the school year. Some activities take place during the lunchtime break and some after school. School staff and outside providers provide these clubs.

Review of Policy

The effectiveness of this policy is reviewed regularly by the staff and annually by the Governing Body.