

# NORTHILL C OF E VA LOWER SCHOOL

## 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 how 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.

### 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, as well as for people of all 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. We organise our curriculum so that we promote co-operation, understanding and respect between 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 aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

### 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 enable children to be creative and to develop their own thought processes.
- 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 society;
- To fulfil all the requirements of the National Curriculum and the Bedfordshire Agreed Syllabus for Religious Education
- To teach children to have an awareness of their own spiritual and moral development, and to understand 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, leading to being confident and able to live and work co-operatively with others.

### **Organisation and Planning**

The curriculum is planned in grid form. Some of the subjects are on a two yearly cycle as there are usually two year groups within each class. Evaluation of some units of work by teaching staff has led to the organisation of yearly long-term plans with different activities for each year group. All long-term plans are in grid form showing the progression over the lower school age range from Foundation Stage to Year four, and are in files in the main office.

Medium-term plans give clear guidance on the objectives and teaching strategies that we use when teaching each unit of work including resources, assessment opportunities and time taken. As we have adopted the National Literacy and Numeracy Strategies for our school, we take our medium-term planning directly from the guidance documents. We use the QCA documents as the core for our planning as agreed within the pyramid cluster in 2000, to enable progression through to the Middle Schools. These units of work are consistently evaluated and enhanced by the teachers and this has enabled some school based units to be inserted within the cycle.

In the Foundation Stage the Government's Foundation Stage document is used to assist the setting of learning objectives/experiences within the appropriate activities for the children of this age range.

### **Children with Special Needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. Units of work are differentiated to cater for the wide variety of abilities within each class. Children with specific special needs will have assistance following the school's Special Needs Policy.

### **Key Skills**

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication
- Application of number
- Information technology
- Working with others
- Improving own learning and performance
- Problem solving

All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

### **The Role of the Subject Co-ordinator**

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject through attending relevant courses
- Support and offer advice to colleagues on issues related to the subject
- Provide efficient resource management for the subject

The school gives staff non-contact time as required, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. Inset days are used to update and evaluate subject areas as a team.

**Monitoring and Review**

Our governing body's General Purposes Committee is responsible for monitoring the way the school curriculum is implemented.

The class teachers and the headteacher are responsible for the day to day organisation of the curriculum.

A whole staff approach is used to reflect on current practice. This includes HLTAs and TAs for the different subject areas. In line with our Assessment Policy pupils are encouraged to reflect on their progress in relation to national standards.

**Signed:**

**Date:**