



Curriculum Policy



1 Introduction – Our Vision “St. Andrew’s Primary School is committed to learning that is engaging, inspiring and enjoyable and to learning that endeavours to ensure every individual reaches their full potential. We aim for all to gain lifelong learning skills in a happy, secure, caring environment of mutual trust and respect.” We want only the best for our children.

- 1.1** Our school curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the new curriculum (2014) but also the various extra-curricular activities that the school organises in order to enrich the children’s experience. It also includes the “hidden curriculum” – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.
- 1.2** We endorse the aspirations concerning curriculum that are set out in the new curriculum and we seek the highest standards of attainment and achievement for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

2 Values – Our mission at St. Andrew’s Primary School is “Working together for a successful future.” (written by the children)

- 2.1** Our school curriculum is underpinned by the values that we hold dear at our school. English and Mathematics are given precedence and we provide a broad, balanced, creative curriculum across all statutory subjects. 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.
- 2.2** Our school is in full agreement with the values statements included in the new curriculum guidance for teachers in England (2014). These are the main values of our school, upon which we have based our curriculum:
- We value children’s uniqueness, we listen to the views of children and we promote respect for the diversity of 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 and we organise our curriculum to promote inclusion, cooperation and understanding among 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 want to enable each person to be successful and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children and to ensure that we meet all statutory requirements regarding safeguarding and inclusion.
- We value our environment and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

3 Aims

3.1 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 positive attitudes to learning so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- To teach children the basic skills of English and Mathematics
- To enable children to be creative and to develop their own thinking.
- To teach children about the developing world including how their environment and society has changed over time.
- To help children understand Britain's cultural heritage.
- To appreciate the value and the contribution made by all ethnic groups in Britain's multi-cultural society.
- To enable children to be positive citizens.
- To fulfil all the requirements of the new curriculum (2014) and the locally agreed syllabus for religious education.
- To teach a children to have an awareness of their own spiritual development and to distinguish right from wrong.
- To help children to have respect for themselves and high self-esteem and to live and work cooperatively with others.

4 Organisation and planning

4.1 We plan our curriculum in three phases. We agree a long term plan for each year group. This indicates what topics are to be taught in each term and to which groups of children. We review this long term plan on an annual basis.

4.2 Through our medium-term plans we give clear guidance on objectives and teaching strategies for each topic. As we have adopted the numerous strategies and guidance for our school, we take our medium term planning

directly from the guidance documents. We use the local authority progression guidance for the new curriculum for much of our medium term planning in the foundation subjects.

- 4.3** 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 lesson and to identify what resources and activities we are going to use in the lesson to ensure the progression of each child.
- 4.4** In EYFS and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the new curriculum and the EYFS framework document detailing early learning goals. There is planned progression in all curriculum areas.
- 4.5** In Key Stage 2 we teach the foundation subjects through the planned topics (see long term plans.) This means that, for example, a child may concentrate in one term on a history topic, and then switch to a greater emphasis on geography in the next term. Thus, in due course, each child has the opportunity to experience the full range of the new curriculum's (2014) subjects.

5 The curriculum and inclusion

- 5.1** The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents' have been consulted.
- 5.2** If children have special needs, our school does all it can to meet the individual needs and we comply with the requirements set out in the SEN Code of Practice (2014) If a child displays signs of having special needs, then his/her teacher makes an assessment of their needs. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within the normal class organisation (Quality First Teaching.) If a child's need is more severe, we consider the child for an Educational Health Care Assessment (EHC) and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special educational needs.
- 5.3** The school provides a Provision Map or Support Plan for each of the children who are on the special needs register and outlines how the school will aim to address it. The Support Plan also sets out targets for improvement so that we

can review and monitor the progress of each child at regular intervals. In some circumstances the school, working with the child and parent/carer produce an Educational Health Care Assessment request.

- 5.4** Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the statutory SEND reforms (2014.) All reasonable steps are taken to ensure that these children are not placed at a disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted. We always adhere to the Assess Plan Do Review procedures when working with professionals, children and parents towards Educational Health and Care Assessment plans.
- 5.5** The school has implemented the recommendations of the statutory SEND reforms (2014.) Our schemes of work address the diversity of our society and reflect the new curriculum (2014.)

6 The Early Years

- 6.1** The curriculum that we teach in the reception class meets the requirements set out in the revised Early Years Foundation Stage Framework (Sept 2012.) Our curriculum planning focuses on the Early Years Development Bands and the Early Learning Goals, as set out in the Development Matters Documentation, and on developing children's skills and experiences.
- 6.2** Our school fully supports the principle that young children learn through play and by engaging in well-planned and structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other per-school providers in the area.
- 6.3** In the reception class the teacher and staff (Key Workers) will assess the skills and development of each child and record these against the Early Years Development Bands and Early Learning Goals. This assessment forms an important part of the future curriculum planning for each child.
- 6.4** We are well aware that all children need the support of both parents and the teachers to make good progress in school. We strive to build positive links with the parents' of each child, by keeping them informed about how the children are taught and how well each child is progressing. Please visit our

website www.st-andrews-pri.durham.sch.uk for up-to-date information on all aspects of our school.

7 Key skills

7.1 The following skills have been deemed as key skills:

- Communication
- Application of number (using number to carry out tasks such as calculations, analysing graphs or interpreting data)
- Information technology and computing
- Working with others
- Improving one's own learning and performance
- Problem-solving

7.2 In our curriculum planning we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

8 The role of the subject co-ordinator

8.1 The role of the subject leader is to assist the Headteacher to:

- Provide a strategic lead and direction for the subject;
- Support and advise colleagues on issues related to the subject;
- Monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.

8.2 The school gives subject co-ordinators non-contact time each term, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject at both national and local level. They review the way the subject is taught in the school and plan for improvements. This development planning links to whole school objectives. Each subject co-ordinator reviews the curriculum plans for the subject, ensures that there is full coverage of the new curriculum (2014) and sees that progression is planned into the schemes of work. The subject co-ordinator also keeps a portfolio of children's work which he or she uses to illustrate the achievements of the children at each key stage and to exemplify the attainment expected. (See children's work books and portfolios.)

9 Monitoring and review

- 9.1** Our governing body is responsible for monitoring the way the school curriculum is implemented. The governors review each subject area during a bi-annual cycle of review and development.
- 9.2** There is a named governor assigned to each subject area (Please see governor monitoring timetable.) These governors liaise with the respective subject co-ordinators and monitor closely the way these subjects are taught. There is also a named governor assigned to special needs, who liaises with the SEND co-ordinator and monitor the ways in which special needs are addressed.
- 9.3** The Head teacher is responsible for the day-to-day organisation of the curriculum. The Head teacher monitors planning for all teachers, particularly overseeing, with subject co-ordinators, the short term plans for English and Maths (using curricular targets from analysis.) Along with the subject co-ordinators, the Head teacher ensures that all classes are taught the full requirements of the new curriculum (2014) and that all lessons have appropriate learning objectives and progression.
- 9.4** Subject co-ordinators monitor the way their subject is taught throughout the school. They examine long term and medium term planning and ensure that appropriate teaching strategies are used. Subject co-ordinators also have responsibility for monitoring the way in which resources are stored and managed.
- 9.5** This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

Adopted Nov 16

Signed *N. James* (Head Teacher)

Signed *P. Hardy* (Chair of Governors)

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