

Ickleford
Primary School



Shared Values · Shared Aspirations · Shared Achievements

Curriculum Policy

Date of Approval: 25th April 2016

Date of next review: July 2020

The school is committed to the achievement of high educational standards by providing each pupil with equal access to a curriculum, which is broad, balanced and relevant. This statement provides an overall view of the curriculum, which is described in detailed policy documents.

Introduction

The curriculum is all the planned activities which 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 curriculum guarantees we as a school provide to develop the independence and responsibility of all of our pupils. We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We aim to teach our pupils 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 full potential.

Our Curriculum

At Ickleford Primary School we devise our curriculum to achieve the objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our school curriculum is underpinned by our principle ethos of providing high quality educational experiences that are focused on continued improvement in whole school standards and the development of independent and responsible learners who know how best they learn and how best to improve.

These are the core principles 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 children, as well as for people of all cultures.
- We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- 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 provide equal opportunities for all children in our school.
- We encourage stewardship towards 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

The aims of our school curriculum are to:

- Enable all children to learn and develop their skills to the best of their ability.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- Promote a positive attitude towards learning, so that children enjoy coming to school, acquire a solid basis for lifelong learning and aspire to do so.
- Create, maintain an exciting and stimulating learning environment where all pupils are encouraged to take challenge in their learning.
- Develop pupils resilience in a happy and safe learning environment.
- Ensure that each child's education has continuity and progression.
- Enable children to contribute positively within a culturally diverse society.
- Enable all children to have respect for themselves and others and work cooperatively with others.
- Recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process;
- Deliver a curriculum that encourages respect for the environment and society.

At Ickleford Primary School we aim to develop children at a level appropriate to their age and ability to be:

Successful – by acquiring skills to be:

- Creative thinkers;
- Problem solvers;
- Good question askers and learn by their mistakes;
- Good collaborators;
- Secure in their knowledge from the world and how it is shaped;
- Motivated and engaged in their own learning;
- Independent individuals

Confident – by having a secure:

- Sense of identity;
- Good relationships with all members of their community;
- Emotional awareness;
- Knowledge of right and wrong;
- Understanding of organizational skills;
- Willingness to try new things
- Awareness of a healthy lifestyle;
- Understanding of risk awareness;
- Understanding of how to develop their strengths, talents and ambitions;

Responsible – by developing their ability to be:

- Well prepared for life and work;
- Enterprising;
- Respectful to others and understand their own and others' cultures and traditions;
- Understanding about what it means to be British and appreciate diversity;
- A champion for justice;
- Proactive in sustaining and improving the environment;
- Open to seek opportunities to change things for the better.

Organisation and Planning

We plan our curriculum ensuring we meet the requirements of the National Curriculum and the EYFS curriculum. We plan the curriculum carefully, so that there is coherence and full progression in its coverage. Our weekly plans give clear expectations on the delivery of activities and skills, indicates which topics are to be taught in each term, and our medium term plans give clear structure on the skills that we are developing within each topic. These are set out in our subject policy documents and termly curriculum overviews, which indicates when key skills are covered.

Assessment

Our school considers accurate and focused assessment as a cornerstone of high quality teaching. Our whole school approach is focused on assessment for learning and pupils progress is evaluated by meeting, working towards the expected standard, working at the expected standard and working at greater depth within the expected standard.

The process of assessment is documented in the Assessment Policy.

Assessing Pupil Progress in the Early Years

Our teachers record the achievements of the pupils. The Development Matters Guidance and Early Learning Goals are used to assess children's progress during the year.

The Role of the Subject Leader

Within the school's organisation teachers take on the responsibility for leading subject areas. It is the role of a subject leader to:

- Keep up to date with developments in their key area of learning at both national and local levels.

- Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
- Monitor how their subjects are taught through monitoring the medium and short term planning ensuring that appropriate teaching strategies are used.
- Lead sustainable improvement through supporting colleagues and others.
- Review curriculum plans for their key areas ensuring there is full coverage of the National curriculum and that progression is planned for.
- Moderate standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
- Evaluate teaching and learning and assessment within their subjects.
- Audit, order and manage resources to enhance learning experiences for the pupils.

Curriculum Monitoring and Review

Evaluation is essential for the planning and development of the curriculum. The Headteacher is responsible for the overall school curriculum. The senior leadership team and subject leaders monitor lesson plans, moderate pupils work, conduct learning walks in order to support their self-evaluation of their subject, provide support to colleagues and to identify next steps for improvement.

Our governing body is responsible for monitoring the way the school curriculum is implemented. Link governors responsible for specific subjects, liaise with the subject leader to monitor their identified actions and the impact on the quality of teaching and learning.