

Nene Valley Primary School

Curriculum Policy

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. At Nene Valley Primary School we have developed a creative approach to our curriculum. However, our creative curriculum does include the formal requirements of the National Curriculum and Early Years Foundation Stage (see appendix), as well as 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 the way 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. Our logo of 'success for all' reflects this view.

Values

Our school curriculum is underpinned by our core values (see Appendix 2). 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.

Our school is in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England. 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.
- the spiritual and moral development of each person, as well as their intellectual and physical growth.
- the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community and within our community.
- 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.
- 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 teach children the basic skills of literacy, numeracy and information and communication technology (ICT);
- to enable children to be creative and to develop their own thinking;
- 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 Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual 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, and to be able to live and work co-operatively with others.

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
- independent thinking

In our curriculum planning we highlight the importance of these skills, so that the children's progress in all of these areas can be identified and monitored. 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 their true potential.

Organisation and planning

We plan our curriculum in three phases.

We agree a whole school overview of each curriculum area, thus creating a long-term plan for each year group. This indicates what topics are to be taught during the year and is used as a guide for delivery of foundation subjects. We follow the National frameworks for Numeracy and Literacy as our long term plans in these areas and review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. These may be in sufficient details to make short term plans in foundation subjects unnecessary.

As we have adopted the National Literacy and Numeracy Strategies for our school, we take our medium-term planning directly from the guidance documents in those areas.

Our short-term plans are those that our teachers write on a weekly or daily basis. These are mainly used for Literacy and Numeracy planning, using them to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

In the Early Years Foundation Stage we adopt a continuous provision approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals, and there is planned progression in all six areas.

At Key Stages 1 and 2 we place a great emphasis on creativity and achieving a broad and balanced curriculum over the year. We teach some subjects separately, which 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. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects. However, wherever possible we make links and connections between subject areas under broader headings to provide greater coherence and sense for children (see Teaching and Learning policy)

Children with special needs

Our curriculum is designed to provide access and opportunity for all children who attend the school and if we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we may consider the child for statutory assessment of his/her needs, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals (See SEN policy for more details).

Gifted and Talented

We identify children whose abilities are outside the usual range in either a particular area or more generally. We keep a register of the identified children and we refer to them as our 'Bright Sparks'. Teachers consider these children when planning and use a range of strategies to meet their particular needs.

The Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised Curriculum for the Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching staff in the Reception class use observation to assess children's learning. This information enables staff to plan the curriculum appropriately to promote the next steps in a child's learning.

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 variety of nurseries and other pre-school providers in the area.

During the children's first half-term in the reception class, their teacher makes an assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

The role of a curriculum leader

Activities for the subject leader:

- Annual evaluation of the subject - identify subject priorities for future development in line with a 3 year vision for improvement and report to governors
- Reviewing Planning: meeting NC Programmes of Study
- Learning scrutiny: consider standards across all abilities and ages (with colleagues)
- Resourcing:
 - Ensure resources are appropriate/ suitably stored / labeled etc
 - Identifying shortfalls in resources: gaps in provision, ensuring resources in school are used
 - Evaluate value for money when resources are purchased and deployed
- Informal monitoring during year - displays, use of resources, photographs, pupil interviews and feedback
- Review and update Scheme of Work for the subject, if necessary
- Arrange school based training, or team teaching, if needed
- Attendance at local conferences and courses, if appropriate
- Dissemination from courses/action research/newsletters, where appropriate.
- Provide articles for the school newsletter
- Commit to personal professional development in the area of responsibility

Additional activities for core subjects:

- Curriculum Leader establishes links with governors annually to discuss provision
- Pupil self-assessment and peer assessment activities
- Curriculum Leader prepares short impact report for Headteacher/Governing Body at the end of each term and a summary report at the end of the academic year
- Update subject portfolio where applicable
- Provide an annual summary of how core subject is taught and learned in school from lesson observations.

Other elements, if appropriate:

- Use National Curriculum in action website (www.ncaction.org.uk) as a benchmark for assessment
- Written dissemination by colleagues who have attended courses

Activities for other staff:

- Teaching staff to review and update policy for the subject when required.

Monitoring and review

The Headteacher and Deputy Headteacher share responsibility for the day to day organisation of the curriculum and lead the monitoring of the way in which subjects are taught throughout the school.

We have named governors for literacy, numeracy and Inclusion. The governors liaise with the subject leaders of these areas.

Our governing body's curriculum group is responsible for monitoring the way the school curriculum is implemented. This group reviews each subject area in its three year cycle of review and development.

Appendices:

- 1 National Curriculum subjects and Foundation Stage areas of learning
- 2 Vision Statement & Statement of Purpose (incorporating core values)

Agreed by the Governing Body of Nene Valley Primary School:

Signed:	Signed
	
Mrs Gail Warnes Chair of Governors	Mr Stuart Mansell Headteacher
Date:	Date: 21.10.2010
REVIEW DATE: January 2012	

Appendix 1

National Curriculum subjects

English

Mathematics

Science

Design and Technology (D&T)

Information and Communication Technology (ICT)

History

Geography

Art and Design

Music

Physical education

Personal, Social, Health and Citizenship Education (PSHCE)

(Religious Education is a required subject but is not part of the National Curriculum. Every school has to follow their Locally Agreed Syllabus)

Foundation Stage areas of learning

Personal, social and Emotional Development

Communication, language and literacy

Problem Solving, Reasoning and Numeracy

Knowledge and Understanding of the World

Physical Development

Creative Development