



Policy Document: Policy Statement on Curriculum



Policy Statement on Curriculum

Learning Together, Learning For Life.

Links to Visionary Statement

We aim to

- keep children’s learning at the heart of our thoughts and actions
- provide the opportunity for all our children to achieve academic excellence within a broad and balanced curriculum
- create an ethos which nurtures creativity, self-belief, independence and a sense of respect for other
- ensure that our schools are happy, safe, supportive and secure places in which to learn
- create a stimulating learning environment
- develop strong and productive partnerships with parents and the wider school community
- have high expectations in all areas of school life
- prepare children for the future

Agreed and Signed on behalf of the Full Governing Body.....

Date:.....

Next Review:.....



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1 Introduction

At Paulton Infant School, we believe that the curriculum is a powerful tool that promotes a love of learning and a willingness to explore. We are continually reviewing and improving our curriculum.

1.1 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 Early Years Foundation Stage Curriculum (EYFS) and the National Curriculum 2014, 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 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.

2 Values

2.1 Our school curriculum is underpinned by the values that we hold dear at our school: Successful learners, confident individuals, responsible citizens. 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. We value the importance of each person in our community.

2.2 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 believe in the 'growth mindset' approach in which there is not limit imposed upon a child's potential to learn and achieve
- We value 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.
- 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.



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3 Aims and objectives

We adhere to the aims of the Early Years Foundation stage and the National Curriculum 2014:

“The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.”

“The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.”

3.1 The aims of our school curriculum are:

- To enable all children to understand that they are successful learners.
- To develop personal interests.
- To develop a love of learning and be lifelong learners
- To develop independence.
- To provide opportunities for extracurricular learning ie clubs.
- To develop healthy individuals.
- To offer a curriculum which caters for the individual needs of children.
- To enable children to be creative and to develop their own thinking;
- 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 English, Mathematics, Computing and Science.
- To teach children about their developing world, including how their environment and society have changed over time;
- To help children to understand and appreciate Britain’s cultural heritage and promote the values of wider British Society;
- To help children understand what it means to a member of the European Community and Global citizens and enable them to be positive citizens in society;
- To fulfil all the requirements of the Early Years Foundation Stage, National Curriculum 2014 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, including racial equality;



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- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Provide a broad, balanced curriculum framework of themed units.

4 Organisation and Planning

4.1 We have a “Creative Curriculum” which is based on developing key skills for learning, matched against the Curriculum requirements. We plan our curriculum in three phases, and provide a themed approach. We use the National Curriculum to guide us, and this helps to indicate which themes are to be followed in each term, and to which groups of children. We review our long-term plan on an annual basis. We plan the long term curriculum based on our pupils’ interests, needs, and the Local, British and International issues and celebrations.

4.2 With our medium-term plans, we give clear guidance on the objectives and skills to be taught. We use a variety of resources to help us teach English and Maths in school. We use our in house developed Progressions to help support our planning, monitoring and assessment against the Age Related Expectations.

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 session, differentiate and intervene to meets the needs and interests of our pupils, and to identify what resources and activities we are going to use in the lesson.

4.4 Throughout the school strive to adopt a themed approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and EYFS. There is planned progression in all curriculum areas.

4.5 Themed approach - this means that, for example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term.

5 Children with SEND (Special Educational Needs and Disability)

5.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so and parents are informed.

5.2 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 (2014)** in providing for children with special needs. If a child displays signs of having special needs, his/her teacher and / or the SENco make 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 consider the child for an EHC (Education Health and Care Plan) of special needs, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.



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5.3 The school provides an appropriate Intervention Plan (Single Support Plan) for a child who has additional learning needs. These Plans set out the nature of the special need, and outlines how the schools 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.

5.4 Equal opportunities – all pupils have equal entitlement and equal access to all learners irrespective of “difference”, e.g. race, gender, religious belief or social background.

6 The Foundation Stage

6.1 Our Early Years Curriculum meets the requirements set out in the revised 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.

6.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned 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 variety of nurseries and other pre-school providers in the area, whilst building links with others from the wider community.

6.3 During the children’s first term in the Reception class, their teacher makes a baseline 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.

6.4 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.

7 Key skills

7.1 The following ‘key skills’ are embedded in to our curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving own learning and performance;
- problem solving.

7.2 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.

7.3 Extra-Curricular – we are committed to developing the whole child. We extend our curriculum by offering extra-curricular activities such as art, sport – football/multi-skills/gymnastics, cookery and dance.



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8 The role of the Curriculum Team Leaders; in conjunction with subject leaders

8.1 The role is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to 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 has a curriculum lead within the SLT who liaises with staff to lead the curriculum and subject areas. It is the role 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 improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The curriculum lead and subject lead gather evidence, and monitor standards in the subject.

9 Monitoring and review

9.1 Our governing body is responsible for monitoring the way the school curriculum is implemented.

9.2 The Head teacher is responsible for the day to day organisation of the curriculum. The Head teacher and SLT (Senior Leadership Team) monitor planning, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

9.3 Subject leaders and the Curriculum leader 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 leaders also have responsibility for monitoring the way in which resources are stored and managed.

Mrs C Butcher Sept 2022

To be reviewed: Sept 2024

Signed:

Chair of Governors