

Calow Primary School

Curriculum Policy

Introduction

Our School's 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 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 cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We endorse the aspirations concerning the curriculum that are set out in the DfES document Excellence and Enjoyment 2003 and Every Child Matters 2005 and we seek the highest standards of attainment 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.

Foundation Principles

1. All pupils are entitled to equal access to a curriculum that meets their needs whatever their ability.
2. The best educational practice provides opportunities for pupils to become progressively more responsible for their learning. This is most effective in a practical situation involving interaction and sharing in solving problems in real situations with real outcomes. We believe that "knowing how" is as important as "knowing that...".
3. The experience of education should be continuous and coherent for every pupil as he or she progresses. Learning is a lifelong process.
4. Education is about the development of the whole person. Opportunities for children to develop values and attitudes are as important as the development of skills and factual knowledge. Balance in the curriculum is needed between these aspects of learning and by a full range of curricular experiences which provide alternative perspectives.
5. Education should be the means of achieving greater independence without impairing the rights of others. In the best educational practice, learning takes place responsibly and co-operatively in a variety of ways and contexts.
6. Education is implicitly concerned with people's present and future lives. Everyone should be given the best possible opportunity of fulfilling his or her educational potential in preparation for work, for leisure and for family and social living. We encourage children to develop a responsibility for themselves and others, to adapt to circumstances, to be flexible in their thinking and to show initiative, enterprise and communicative ability.
7. Children at Calow Primary School experience a broad curriculum. The areas of experience include the aesthetic and creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological.
8. We believe that knowledge, understanding and skills are inter-related and cross-curricular.

what we are achieving and how it is being done. We will keep effectiveness of the curriculum. Changes in curriculum will be consultation.

ed, with the aims of recording their achievements and of diagnosing areas of strength and weakness.

Our assessment will:

- Match the method of assessment to the nature of the learning;
- involve the learners themselves in the process and improve their learning;
- help to ensure continuity of learning;
- communicate information about progress to pupils, parents and the education community.

11. Planned professional development of all staff is essential for effective curriculum development.

Organisation and Planning

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. 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 also use the QCA schemes of work as exemplars for our medium-term planning in the foundation subjects.

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 and to identify what resources and activities we are going to use in the lesson.

In the Foundation Stage and at Key Stage 1, we plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the national Curriculum and early learning goals and there is planned progression in all curriculum areas.

In Key Stage 2, we teach the foundation subjects separately. 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. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects.

Inclusion

The curriculum in our School is designed to be accessed by all children who attend Calow Primary.

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. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

The School provides an Individual Education Plan (IEP) for each of the children who are on our School's Special Needs register. This sets out the nature of the special need and outlines how the School will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Calow Primary ensures provision for pupils who are Gifted and Talented. Our School maintains a register of those children who are deemed Gifted and Talented and their progress is monitored.

at Calow Primary School include:

1. Pupils with opportunities to pose their own questions, to investigate issues and to take increasing responsibility for what they do. This makes full use of resources to sustain enquiry and initiative.
2. Discussion between pupils and their teachers about learning programmes.
3. Continuity of learning so as to ensure progression.
4. A variety of learning experiences within a well-ordered environment and a clear curricular framework.
5. Working contexts which offer a range of opportunities for participation individually and cooperatively in groups of various sizes.
6. Knowledge which is relevant to each pupil's needs, interests and abilities, giving emphasis to practical application and to its future use in adult and working life.
7. Cross-curricular work which draws on knowledge, experience, understanding and skills from a variety of curriculum areas.
8. Community involvement and experiences which enable pupils to contribute to the community, using it as a resource for learning.
9. Involvement of pupils' families in supporting the School's objectives and the pupils' learning.
10. Opportunities for pupils to reflect upon and to appraise their own work and to identify goals for further progress.
11. Guidance and counselling involving parents wherever practicable to help pupils recognise their particular strengths and potential.
12. The assessment and recording of attainment as an integral part of the learning process.
13. Each child has a file which acts as a record of his or her achievements at School. This Personal Profile includes examples of children's achievement in their work in and out of school.

The School has integrated National Curriculum requirements into its work programmes. Each Governor is linked to a specific Curriculum Area and meets regularly with the Subject Leader.

Role of the Subject Leader

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which 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 the subject, ensures that there is full coverage of the National Curriculum and sees that progression is planned into schemes of work.

Subject Leaders are responsible for monitoring the coverage of curriculum so that it is appropriate and demonstrates progression. Subject Leaders produce a Position Statement on an annual basis that outlines standards in teaching and learning and pupil attainment and progress for their curriculum area. Position Statements form part of School Improvement Planning.

This policy is reviewed on an annual basis.