



Curriculum Policy

Introduction

At Buckton Vale we believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore and the time to have fun. We are proud to use the National Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged.

We are continually reviewing and improving the curriculum we offer to our children. The curriculum at Buckton Vale is evolving according to the needs of our children and to the aspirations of the staff and community.

Values

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 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 use the community to enrich the curriculum.

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.

We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through topic letters, homework and curriculum workshops, and are positively encouraged to become involved.

Aims and Objectives

The aims of our school curriculum are:

- To enable all children to understand that they are all successful learners.
- To enable children to understand the skills and attributes needed to be a successful learner.
- To enable children to develop their own personal interests.
- 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 technology (IT);
- To enable children to be creative through art, dance, music, drama and design technology;
- To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style.
- 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 and to feel that they can make a difference;
- To enable children to understand and respect other cultures;
- 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;
- To enable children to be active and take responsibility for their own health;
- To enable a child to play a musical instrument;
- To enable children to be passionate about what they believe in and to develop their own thinking;
- To enable children to ask questions and take risks.
- To enable children to develop their intellect including their emotional development.

Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching 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 use aspects of the QCA schemes of work to support medium term plans.

Our short-term plans are those that our teachers write on a weekly basis.

In the Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary topic 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 early learning goals, and there is planned progression in all curriculum areas.

At Key Stage 2 the curriculum is integrated as much as possible. A child may concentrate in one term on a history topic, 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.

Children with Special Needs

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 only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet their 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 consider the child for a statement of special needs, and we involve the appropriate external agencies when making this assessment. We provide additional resources and support for children with special needs.

The Foundation Stage

The curriculum that we teach in the Reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the six areas of learning: personal, social and emotional development; communication – language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Foundation 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 term in school, their teacher begins to assess each child. 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 having a carefully planned induction process including home visits. This relationship is nurtured throughout their time in Foundation Stage and onto KS1.

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.

We strive to develop these skills across the curriculum.

Extra-Curricular Activities

We are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities, including: Chess, Football, Drumming, Games, ICT, Netball, Sports Coaching, Textiles Club and Choir.

The Role of the Subject Leader

The role of the subject leader 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.

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 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.

Monitoring and Review

Our governing board Curriculum Committee is responsible for monitoring the way the school curriculum is implemented.

We have governors linked to all curriculum areas. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects through governor visits to school.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher monitors the curriculum through planning, classroom observation, liaising with the Curriculum Co-ordinators and School Management Team.

Subject leaders 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 have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

REVIEW

The Governing Board will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of Buckton Vale Primary School.

SignedDate
(Chair of Governors)

SignedDate
(Headteacher)