



St. Andrew's VA Primary School Curriculum Policy

Our school values provide an overarching ethos for all of our curriculum activities

**We know that God loves us and we show this by being loving,
honest and respectful.**

Work Hard, Be happy and safe, Aim High and Know that God loves us.

Introduction

At St. Andrew's School, the teaching and learning, achievements, attitudes and well-being of all our children are important. We encourage all of our children to achieve the highest possible standards and develop their skills to become lifelong learners. We aim to deliver this through a creative curriculum which is broad, balanced and relevant to the needs of all children whatever their ability. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning.

Aims

The aim of this policy is to help ensure that the curriculum we offer our learners is:

- Imaginative and innovative, promoting high achievement and maintaining learners' interest through subject and skills which are interlinked to enable learners to make relevant connections;
- A rich and varied programme of activities and experiences provided for all learners, within and beyond the school day.

The aims of the curriculum are to:

- promote high standards in reading, writing and maths;
- enable children to acquire knowledge and skills in science;
- enable children to be confident in the use of ICT;
- promote spiritual development;
- promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- enable children to be aware of the importance of and participate in the arts and related cultural themes;
- enable pupils to develop moral sensibility through carefully taught values;
- develop the personal and social skills of each child;
- provide equality of access and the opportunity for all pupils to make progress;
- help children develop intercultural understanding and understand their role as responsible citizens;
- embrace the Wiltshire Learning Principles through our teaching (see Appendix 1).

In developing the creative curriculum we want to focus on developing and consolidating core skills through a flexible curriculum which:

- promotes learning through investigation and research – the enquiry model;
- promotes hypothesis and curiosity;
- promotes risk-taking and an understanding that mistakes are learning opportunities;
- enables pupils to make connections across different areas of learning;
- help pupils to think creatively and solve problems;
- develops children’s capacity to learn and work independently and collaboratively;
- enables children to respond positively to opportunities, challenge and responsibility;
- enables pupils to acquire and develop a broad range of knowledge, skills and understanding.

The Organisation of the Curriculum

In order to achieve our aims, children’s learning needs to be carefully planned to ensure coverage of the National Curriculum (2014) and to give individual children learning opportunities that are matched to their needs, both within and beyond the school day.

Long-term Planning

Long Term planning ensures coverage of the curriculum and that children are exposed to a broad range of subjects and topics. A whole school curriculum map identifies the broad areas across the core subjects (English, Maths, RE, Science and ICT).

Medium-term Planning

Units of work are planned, usually over a term’s duration, using the broad framework of the National Curriculum (2014).

The curriculum is taught through some discrete subjects (Mathematics, RE, some aspects of literacy) and linked “topic” areas. Medium term plans contain the detail of the work to be covered with a progression of skills sheet, a Broad Outline and a Parent Planner.

Short-term Planning

Short term planning is an aid to the teacher to document teaching and learning of individual lessons. The plans indicate how the work will be differentiated and what the pupil outcomes will be, as well as indicating ‘where / what next’.

Early Years Foundation Stage (EYFS)

The curriculum that we deliver in the Reception Class meets the requirements set out in the EYFS Curriculum. Our curriculum planning focuses on the Early Learning Goals and on developing children’s skills and experiences. Teaching in the Reception Class builds on children’s nursery and pre-school experience.

Roles and Responsibilities

The Headteacher has overall responsibility for the leadership and development of the curriculum but delegates responsibility to key staff:

- Subject Leaders support classroom teachers and keep up-to-date with national and local initiatives.
- Class teachers ensure that the curriculum is taught and that children's achievements and progress are assessed and recorded.

Monitoring and Assessment

The Governors monitor the effectiveness of the curriculum at Committee level and at whole Governing Body meetings through the termly Headteacher's report.

Quantative data is collected in English, Maths, RE and the EYFS, three times a year, and is analysed to ensure good progress for all.

In all subjects, teachers use a reflective approach and consider previous planning, marking, children's assessment of their own learning and outcomes to ensure that all children have equal access to our curriculum and make good progress.

This policy has been prepared with reference to and consideration of:

- The Equality Policy;
- The Child Protection Policy;
- The Equal Opportunities Policy;
- The Special Educational Needs Policy.

It fully supports the principles outlined in each of these policies.

Ratified by the Curriculum Committee : 7 March 2012
Last Reviewed: Autumn 2017

APPENDIX 1

The Wiltshire Learning Principles

- 1 Learning involves making connections. We take steps forwards and sideways and sometimes backwards in order to re-affirm the connections.
- 2 Learning involves achievable challenge.
- 3 Fun and enjoyment are important motivators for learning.
- 4 Learning is frequently difficult and messy. It can involve periods of frustration and confusion. The process of learning is often slow and uncertain.
- 5 Learning experiences need to be meaningful and relevant to the lives of learners.
- 6 Emotional literacy and emotional intelligence are vital areas of learning in order to build, develop and maintain a learning community.
- 7 Successful learners are explorers; they ask questions like: What do you think...? Why do you think....? How do you think...? They are curious and playful and seek to delve beneath the surface at things.
- 8 Lifelong learning is our birthright. We can continually develop our capacity to learn in new and challenging circumstances throughout our lives.
- 9 Our capacity to learn is not fixed. Learning power can be developed by everyone regardless of ability, background and age.
- 10 Ongoing research into “learning to learn” suggests that there are key attitudes, dispositions and habits that we need to develop in order to be successful, lifelong learners.