



Myton Park Primary School

Curriculum Policy

<i>CREATED/REVISED:</i>	<i>Autumn 2015</i>
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*Myton Park Primary School
'Nurturing skills for life'*

Curriculum Policy
(see also Inclusion)

Our curriculum aims for high standards whilst providing valuable and memorable opportunities for all children to learn, grow and develop the skills, knowledge and understanding relevant to their needs now and their future lives. It promotes a willingness to question and explore, widen their horizons, develop their aspirations and instil self-belief.

1 Introduction

- 1.1 *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 current legislation, 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.*
- 1.2 *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 enjoyable.*

2 Barriers and Drivers to learning at Myton Park

In order to tailor our curriculum we have had to consider the 'needs' that we must overcome and 'drivers' we must recognize in order to meet the needs of our children.

2.1 Needs

EYFS

*A consistent approach to routines both in and out of school
To develop greater independence
To encourage value of learning
To develop speaking and listening skills*

KS1

To develop respect for belongings and each other
To develop sustained listening skills
To work with greater autonomy
To develop the ability to organise themselves

KS2

To develop greater independence and use of thinking skills
To respect and value equipment and resources
To develop sustained listening skills
To develop resilience with difficult tasks

2.2 Drivers

EYFS

Respond well to new and practical activities
Accepting of 'vulnerable' children
Respond and concentrate well in adult led small group activities

KS1

Enthusiastic about reading and learning
Positively competitive
Eager to please and respond well to consistent behaviour management

KS2

Good ICT skills
Positively competitive
Respond well to consistent behaviour management

3 Aims

3.1 The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability across the curriculum so they don't see them as exclusive or relevant to only one subject;
- to enable children to apply key skills across an exciting and memorable; curriculum
- to foster resilience, independence and autonomy;
- to promote children's questioning skills to support their own learning
- 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 and information and communication technology (ICT);
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage and that of their local area;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;

- to enable children to be positive citizens and take responsibility for their actions;
- to fulfil all the requirements of the Current legislation and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to distinguish 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, each other, adults, belongings and equipment. To have high self-esteem, and to live and work cooperatively with others.

4 Organisation and planning

- 4.1 We plan in year group pairs: Key Stage 1 Y1 and 2, Lower Key Stage 2 Y3 and Y4, Upper Key Stage 2 Y5 and Y6 using a two year rolling program
- 4.2 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, and to which groups of children. We review this long-term plan on an annual basis.
- 4.3 Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic and identify cross curricular links and ensure English, maths and ICT are taught across the curriculum. 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 have adapted some published schemes of work for some of our medium-term planning in the foundation subjects and developed our own based on the needs of our children.
- 4.4 Our short-term plans are written on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources differentiation and activities we are going to use in the lesson.
- 4.5 In EYFS we have a long term plan based on the seasons, celebrations and the natural world. We have medium term plans based on what we want the children to experience and understand. Alongside this we provide opportunities for children to follow their own interests. We plan the curriculum carefully so that there is planned progression in all areas of learning.
- 4.5 In Key Stage 1 and 2 we continue to identify cross curricular links related to a common topic. We also teach the foundation subjects separately if they can not be purposefully linked to the chosen topic.
- 4.6 We publish our curriculum on the school website for parents to access.

5 *The curriculum and inclusion*

- 5.1 *The curriculum in our school is designed to set high expectations and be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.*
- 5.2 *Teachers take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.*
- 5.3 *If children have special needs or are identified as GTMA, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having special needs or being GTMA, 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.*
- 5.4 *We also take account of and make full provision for the needs of pupils whose first language is not English. Monitoring of progress takes account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.*
- 5.5 *The school provides an Individual Learning Plan (ILP) for each of the children who are on the special needs register and work in partnership on PEP's for CLA. This sets out the nature of the special need, and outlines how the school will aim to address it. The ILP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.*
- 5.6 *We are committed to meeting the needs of any children with disabilities children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended The Equality Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.*
- 5.7 *Our schemes of work address the diversity of our society, and reflect the Current legislation programmes of study.*

6 EYFS

- 6.1 The curriculum that we teach in the EYFS meets the requirements set out in the revised Current legislation at Foundation Stage, and the guidance produced in 2012. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.
- 6.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the EYFS builds on the previous experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.
- 6.3 Each term in the EYFS the teacher will assess the skills development of each child, and record this in STEPs. Parents play an active role in this. This assessment forms an important part of the future curriculum planning for each child. At the end of Reception the class teacher completes the EYFS profile
- 6.4 We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

7 The role of the subject leader

7.1 The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

7.2 The school gives subject leaders non-contact time each term, so that they can carry out their duties. 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 the subject, ensures that there is full coverage of the Current legislation, and sees that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

8 *Monitoring and review*

- 8.1 Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area during its bi-annual cycle of review and development.
- 8.2 There is a named governor assigned to each subject. These governors liaise with the respective subject leaders, and monitor the way these subjects are taught. There is also a named governor assigned to special needs, who liaises with the SEN coordinator, and monitors the ways in which special needs are addressed.
- 8.3 The headteacher is responsible for the day-to-day organisation of the curriculum. The headteacher monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the current legislation, and that all lessons have appropriate learning objectives.
- 8.4 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 also have responsibility for monitoring the way in which resources are stored and managed.
- 8.5 This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

Reviewed Sept 2015

Next review date Autumn term 2017