

Frittenden Church of England Primary School

Curriculum Policy



Learning for Life in the Light of God.

Policy Control	
Responsible Person:	Nichola Costello
Responsible Governor Team:	Circle Model
Approved by Governors:	27th March 2018
Date due for review:	March 2019

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

Our Vision

To engage every child in an exciting and meaningful educational experience, in an inclusive caring Christian Community

Our School Values

Frittenden Church of England Primary School values

Compassion • Wisdom • Hope • Trust • Thankfulness • Forgiveness

and all our stakeholders are encouraged to *reflect* upon their learning and their actions.

Curriculum Policy

Introduction

The curriculum embraces all that is learned through school, whether in lessons or as part of informal learning within and beyond the school day. It includes not only the legal requirements of the National Curriculum (including the Foundation Stage), but also the wide range of activities that the school provides in order to enrich the experience of the children. What the children learn from the way they are treated and how they are expected to behave is also an integral part of the curriculum. The school has a clear focus on the personal development and wellbeing of each child, as well as on their academic progress.

At Frittenden Church of England Primary School, we aim to teach our children how to grow into positive, responsible people who can work and co-operate with others while developing their knowledge and skills, so that they achieve their full potential. We strive to prepare children to be successful learners for life.

Christian ethos:

Our school curriculum is underpinned by the Christian ethos of our school and our values, which are: compassion, hope, wisdom and trust. In addition to the teaching of R.E., there is provision for a daily act of worship. Once a week the children lead the act of worship in mixed age groups. We expect our children to put the Christian values they acquire at school into practice both in their learning and in their interaction with other people.

Values:

- We value the way in which all children are unique. 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, social and cultural 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 value the rights enjoyed by each person in our society. We respect every 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.

Aims and objectives

The aims of our school curriculum are:

- 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 essential skills of literacy, numeracy and social development;
- to enable children to be creative and to develop their own thinking;

- 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 and promote British values;
- to enable children to be positive citizens in society;
- 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, have high self-esteem, and to be able to live and work co-operatively with others.

Teaching for Learning

At Frittenden Church of England Primary School, we encourage children's enthusiasm for learning through high quality teaching in an environment where their achievements and excellence are valued and celebrated. The Teaching for Learning Policy is central to the creative teaching practice in the school. It aims to enhance children's learning by supporting teachers in their use of a whole range of strategies and key techniques – it is about how teachers teach effectively and how children learn best, with a clear focus on individual learning styles and problem-solving e.g. the TASC wheel. This policy is the most important tool for our teachers.

Implementation

Our curriculum is broad and balanced, providing a wide range of knowledge, skills and experiences, giving each subject sufficient time to contribute to the children's learning. The planning process is central to the effective delivery of the curriculum. Our teachers start from the point of finding out what the children know and what they want to find out and use this information, together with the key skills required in each subject by the National Curriculum, to inform their planning. The main emphasis of planning in the school is to make the curriculum relevant to the child's learning by making explicit cross-curricular links.

Appendix

Role and responsibilities of the teaching staff

The teaching staff will ensure that:

- . The curriculum is delivered effectively, with reference to the Teaching for Learning policy
- . The curriculum is delivered with due regard to the individual needs of each pupil, particularly those with special educational needs, and gifted and talented children, and differentiated as appropriate
- . Planning is relevant to the needs of the children
- . Subject Leaders provide a strategic lead, support and advise colleagues, and monitor progress in their area
- . The procedures for assessment meet all legal requirements and results are published
- . There is equality of access to the whole curriculum

Role and responsibilities of the Headteacher

The Headteacher will ensure that:

- . The Governing body is involved in decision-making processes that relate to the breadth and balance of the curriculum, including the School Improvement Plan
- . The Governing body is advised about statutory targets and results in order to make informed decisions
- . School policies are approved and/or reviewed at appropriate intervals
- . A termly report is given to Governors on curriculum and other developments
- . Governors are informed about the nature of any parental complaints
- . All school policies and procedures are checked against the principles set out in the curriculum policy
- . All teaching staff fulfil their roles and responsibilities (see above)

Role and responsibilities of the Governing Body

The Governing Body, through the Curriculum and Progress Committee, will:

- . Ensure that a broad and balanced curriculum is delivered which meets all statutory requirements and is in line with the curriculum policy
- . Have a strategic input into the School Improvement Plan
- . Consider the advice of the Headteacher when setting targets and monitor progress towards those targets
- . Receive all relevant reports, performance and assessment data
- . Ensure that National Curriculum test and teacher assessment results are published
- . Monitor progress towards curriculum and other objectives in the School Improvement Plan
- . Appoint Interest Governors for the following areas: literacy, numeracy, science, progress and data, SEN, Early Years, R.E and ICT.