 Grampound with Creed Primary School 

*Curriculum Policy*

**School Aims:**

At Grampound With Creed Primary School we aim to give all pupils:

* Access to a rich curriculum which enthuses and equips them for life as citizens in the 21st century.
* Opportunities to explore their own developing Christian faith and to have respect for the faith of others.
* High self-esteem by feeling valued as a member of our school.
* A sense of fair play, treating others with dignity and respect.
* The chance to enjoy taking part in a vibrant, forward looking school, moving their learning forwards.

Our MAT and school Motto is: Nurturing God’s gifts with compassion and drive so that all our children succeed, learn & thrive.

1 Introduction

1.1 The 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 range of extra-curricular activities that the school organises in order to enrich the experience of the pupils. Furthermore, it includes the ‘hidden curriculum’, or what the pupils learn from the way they are treated and expected to behave. We aim to teach pupils how to grow into positive, responsible people who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

2 Values

2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2.2 These are the main values of our school, upon which we have based our curriculum:

* We value the way in which all pupils are unique, and our curriculum promotes respect for the views of each individual pupil, as well as for people of all cultures. We value the spiritual and moral development of each pupil, 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 each pupil 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 pupils 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, both for our own and for future generations.

3 Aims and objectives...rooted in our motto: Nurturing God’s gifts with compassion and drive so that all our children succeed, learn & thrive.

We aim to foster a life-long love of learning through adopting a highly practical and cross curricular approach. Our Creative Curriculum aims to deliver a twenty first century education that will equip our pupils with the skills required to be independent and responsible citizens.

3.1 The aims of our school curriculum are:

* to enable all pupils to learn and develop their skills to the best of their ability;
* to promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning;
* to help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
* to enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
* to teach pupils to have an awareness of their own spiritual development, and to understand right from wrong;
* to teach pupils the basic skills of literacy, numeracy and ICT;
* to fulfil all the requirements of the National Curriculum and the Cornwall Agreed Syllabus for RE;
* to enable pupils to be creative and to develop their own thinking;
* to teach pupils about their developing world, including how their environment and society have changed over time;
* to help pupils understand Britain’s cultural heritage;
* to enable pupils to be positive and responsible citizens in society;

3.2 We aim to deliver this through:

* Embedding ECM through teaching units on hygiene, community finance and citizenship
* Developing a sense of community and belonging, contributing to community through direct interaction – making links with local organisations.
* Equipping pupils with skills for life, through practical and challenging investigations
* Providing opportunities for pupils to broaden their outlook on life
* Making learning more meaningful, through putting it into context
* Holding a more flexible timetabling approach to make space for depth of study
* Establishing cross-curricular links to foster a broader understanding
* Building on their achievements, through continuing the Early Years outcomes structure-the six aspects of learning
* Embedding PFL through providing regular and contextual learning

1. Teaching and learning Styles

We use a variety of teaching styles

* 1. Lessons include whole class teaching, open ended probing questioning, visual stimuli and

talk partners. Pupils may work independently, in pairs or as groups. Lessons are concluded with a plenary that extends, applies, reviews or previews learning.

* 1. We recognise that pupils have preferred learning styles, and so make allowances for this in

our planning and delivery. We provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability and learning style of the pupils. This is achieved by allowing the children to choose the level that they access learning: jet setters, ready to rock and getting going.

We achieve this in a variety ways by:

* setting common, open tasks to elicit a variety and depth of response;
* setting tasks of increasing difficulty, scaffolding where appropriate ;

● children choosing own level of entry and exit – challenging themselves through this.

● providing practical opportunities for kinaesthetic learners;

● using visual stimuli and artefacts to promote interest;

● using Teaching Assistants to support the work of individual pupils or groups of pupils; using trips and visitors to further understanding.

● Understanding the importance of outdoor learning and inspiring pupils in different environments

5 Creative Curriculum Planning

5.1 We have incorporated the National Curriculum objectives into our planning. There are four parts to our planning

5.1 (i) Long term themes for the year. These are what themes will be taught and when. We have a number of themes (linked to ECM) where all of the school works together to promote cross phase work. The long term plans are for each theme and hold relevant objectives for the theme, each year group identifying appropriate objectives ensuring coverage and progression.

5.1 (ii) Teachers use the objectives, and discuss how they will translate them into meaningful activities for the pupils.

Literacy

Numeracy

Science

ICT

RE

Art/DT (alternate half-terms)

History/Geography (alternate half-terms)

PE

PSHE

MFL (KS2)

5.1 (iii) Using a mindmap of activities, we consider and plan our medium term plan as a learning sequence for each half term. This has to incorporate:

A formative assessment of pupils’ understanding – such as a mind map

How the theme will be introduced (a ‘wow’ factor, that could be a visit, film or a trip)

Opportunities for trips and visits from external agencies

What the learning outcome will be – this could be an artefact, presentation or experience and will be co-ordinated by subject leaders (as identified on overview)

A final summative assessment of the pupils’ learning

5.1 (iv) Weekly teachers plan subsequent weeks work from the medium plan. There is flexibility in time tabling and according learning sequence. However, core subjects are taught exclusively in the morning.

5.2 Plans are monitored by the Head of School regularly.

Pupils’ work is recorded in subject books.

6 Pupils with special needs and Gifted and Talented pupils

6.1 The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual pupils, then we do so, only after the parents of the pupil have been consulted.

6.2 If a pupil has a SEN support/ additional need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for pupils with special needs. If a pupil 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 pupil’s needs within the normal class organisation. If a pupil’s need is more severe, we consider the pupil for a Education, Health and Care Plan, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for pupils with a special need.

6.3 The school provides an Personal Learning Plan (PLP) for each of the pupils who are identified as needing SEN support. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each pupil at regular intervals.

6.4 The school also has a register of Gifted and Talented pupils; the process of identifying these pupils is detailed in the gifted and Talented Policy. Pupils who are on this register are extended through personalised planning, extra responsibilities and lead roles.

7 The Early Years Foundation Stage (EYFS)

7.1 The curriculum that we teach in the reception class meets the requirements set out in the revised EYFS Framework. Our planning focuses on the seven areas of learning which lead to the Early Learning Goals and on developing pupils’ skills and experiences, as set out in this document. There are **3 main areas: Communication & Language; Physical Development; Personal, Social & Emotional Development.** *The other 4 areas are: literacy; maths; understanding the world; expressive arts and design.*

7.2 Our school fully supports the principle that young pupils learn through play, and by engaging in well-planned structured activities. Teaching in the EYFS class builds on the experiences of the pupils 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.

7.3 During the pupils’ first term in the EYFS class, their teacher makes a baseline assessment to record the skills of each pupil on entry to the school. This assessment forms an important part of the future curriculum planning for each pupil.

7.4 We are well aware that all pupils need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each pupil by keeping them informed about the way in which the pupils are being taught and how well each pupil is progressing.

8 The role of the Subject Leader

8.1 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 and manage a budget for the subject.
* Take responsibility for organising and co-ordinating end of unit (theme) whole school presentations

8.2 The school gives subject leaders non-contact time through directed time, so that they can carry out the necessary duties involved with their role. 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. The subject leader also keeps a portfolio of pupils’ work, which they use to show the achievements of pupils at each key stage and to give examples of expectations of attainment.

9 Monitoring and review

9.1 Our governing body’s curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its bi-annual cycle of review and development.

9.2 We have named governors for all subjects and SEN. The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.

9.3 The Head of School is responsible for the day to day organisation of the curriculum. The HOS will monitor the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

9.4 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.

The Head of School is responsible for monitoring and reviewing. This process is reflected in the SDP

and is achieved through:

Regular observations of lessons

Regular scrutiny of books

Pupil survey/conferencing

Scrutiny of planning

The Head of School will amend the Curriculum on an annual basis, responding to data from staff

feedback, lesson observations, book scrutinies, portfolio analysis and discussion with subject leaders.

10 Every Child Matters (ECM)

**Be Healthy –** tolearn skills to make sensible choices in health through understanding of the way to keep fit mentally, physically, socially and spiritually.

**Staying Safe –** to be able to access information through reading instructions, visual contexts and role-play.

**Enjoy & Achieve -** to develop new knowledge about themselves and their world.

**Make a Positive Contribution –** to experience new situations through positive activities which help mould and build confidence.

**Economic Well-being** - to have a preparation to be an active member of society.

All staff, including governors and volunteers, have received safeguarding training and have full DBS checks. All stakeholders will report safeguarding issues to the DSL as shown in the safeguarding (child protection) policy.

‘***The School is aware of and sympathetic to the potential individual needs of all of our stakeholders. These unique needs may be due to a wide range of circumstances of a long or short duration. We will endeavour to accommodate these to ensure an inclusive approach by promoting positive images and experiences of differing race, gender, LGBT and abilities.’***

The policy was most recently reviewed in November 2016.

This policy was approved by the Local Governing Body on December 6th 2016.