

# BRIZE NORTON PRIMARY SCHOOL

## Curriculum Policy

### Introduction

In order to implement our mission statement, 'Belonging, learning and succeeding', our curriculum is designed not only to fulfil statutory requirements, but also to enthuse our children with a love of learning.

### Aims and Objectives

The curriculum will help our children to:

- Develop lively and enquiring minds
- Communicate effectively, both orally and in writing
- Learn the essential skills of life, including number and information technology
- Explore and understand the world we live in
- Develop an appreciation of the interdependence of individuals, groups and nations
- Express themselves creatively and enjoy the creativity of others
- Develop an appreciation of a wide range of human achievement
- Develop personal, moral and spiritual values, including respect for others
- Be prepared for the opportunities and responsibilities of life in a changing world
- Learn how to learn and to regard learning as an enjoyable and lifelong activity
- Develop a wide range of interests and appreciate the need for a healthy lifestyle
- Set personal standards of achievement and value excellence

The curriculum will reflect changes in new Teaching & Learning initiatives and will reflect the outcomes of 'Every Child Matters'

To achieve these aims, the curriculum is planned to be:

- **Broad** so that it provides a wide range of knowledge, skills and experiences
- **Balanced** so that each subject has sufficient time to contribute effectively to learning
- **Relevant** so that learning can link to the pupil's experience to applications in the world at large
- **Coherent** so that topics can be linked to make the whole learning experience more meaningful
- **Progressive** so that what is taught builds in a systematic way upon what has already been learned
- **Differentiated** so that what is taught and the tasks that are set are matched to the aptitude and ability for each pupil
- **Accessible** so that there is equality of opportunity for all.

### Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan for the whole school. This indicates what topics are to be taught in each term, and to which groups of children. We follow a two year cycle, with the exception of reception year. We review our long-term plan annually.

With our medium-term plans, we give clear guidance on the learning objectives and teaching strategies, including ICT where appropriate, that we use when teaching each topic. The objectives are given a national curriculum level; referenced to the skills progression we use in school. This helps to aid differentiation and assessment. In Numeracy and Literacy we follow the objectives as set out in the reviewed Primary Framework. Literacy and Numeracy are taught where possible through a thematic approach as are all other subjects.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify how work will be adapted to suit the needs of the children, including those with an IEP (see SEN policy). Weekly and daily plans detail the curriculum targets for groups and individuals and how these needs will be met in each lesson.

We strive to provide a curriculum which has a variety of enrichment activities that are integrated into the curriculum plans for each year group through out the school year, both in and out of the classroom environment.

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 keeping them informed about the way in which the children are being taught and how well each child is progressing.

### **The Foundation Stage**

The curriculum that we teach in the reception class meets the requirements set out in the revised Early Years Foundation Stage Curriculum. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception 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 year the reception class teacher makes assessments on the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

### **Equal Opportunities**

The curriculum is inclusive of all children. For further information see:

Equal Opportunities Policy

Racial Equality Policy

Gender Equality Policy

Disability Equality Policy

Accessibility Policy

SEN Policy

More Able, Gifted and Talented Policy

### **The Role of the Subject Leader**

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- ensure there is suitable coverage of their 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.

### **Monitoring and Review**

The governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the schools strategic plan.

The headteacher is responsible for the day to day organisation of the curriculum. The Literacy and Numeracy Subject Leaders monitor the planning for literacy and Numeracy, for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

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 monitor the quality and impact of the curriculum by reviewing achievement data, talking to pupils and looking at work in books. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

The school values the views of parents and regularly asked parents/carers for their views about the quality of the curriculum.

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