

# Beardall Fields Primary and Nursery School

## Curriculum Policy 2018-19



### Introduction

Our school curriculum includes not only the formal requirements of the National Curriculum, 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. 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 fun.

### 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 basic skills of English, Maths and 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 British Values;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- 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 and high self-esteem, and to live and work cooperatively with others.

### Statutory Requirements

We fulfil all the requirements of the National Curriculum and the Nottinghamshire Agreed Syllabus for Religious Education;

### Teaching and Learning

### Planning

The curriculum is planned in three phases: long term, medium term and short term. We agree a long-term plan for each year group. This indicates what themes are to be taught in each term. Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. Our short-term plans are those that are written on a weekly basis. We use these to set out the learning intentions for each session, and to identify activities, differentiation and success criteria.

### **Cross-Curricular/ICT**

We adopt a cross curricular approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and the Early Years Curriculum and there is planned progression in all curriculum areas. At times we will block subjects to enhance 'deeper' learning. ICT is used in all curriculum areas and we also teach computing skills discretely.

### **Resources**

Resources are kept in subject specific storage areas.

### **Inclusion**

The curriculum in our school is designed to 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 or carers have been consulted.

If children have special needs, 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, 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 classroom organisation. If a child's need is more severe, we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

### **Racial Equality and Equal Opportunities**

The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). Our schemes of work address the diversity of our society, and reflect the National Curriculum programmes of study. We ensure that the cultures of all children in our school are reflected in the curriculum.

Some children in our school have disabilities. We are as committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are 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.

### **Assessment**

We use 'I Can' statements to assess reading, writing and maths. Other Curriculum subjects are assessed as to whether pupils are working at ***emerging, expected or exceeding levels***.

### **Role of Subject Leader**

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.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which 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 National Curriculum, and sees that progression is planned into schemes of work.

### **Monitoring and Evaluating**

There is a named governor assigned to different areas of the curriculum. These governors liaise with the respective subject leaders, and monitor closely the way in which these subjects are taught. There is also a named governor assigned to special needs, who liaises with the SEND coordinator, and monitors the ways in which special needs are addressed.

Subject leaders monitor the way in which 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 Curriculum Co-ordinator monitors the whole school curriculum and ensures that there is progression across all year groups and that all areas are covered.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

### **Links to other Policies**

This policy links to all other subject specific policies.

### **Policy Review**

September 2019