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St. George's Central C.E. Primary School

Curriculum Policy

Rationale

At St George's Central CE Primary School we provide a curriculum that is broad, balanced, relevant and differentiated to provide for varied abilities. We teach through a cross-curricular themed approach, making links between subjects wherever possible in order to make learning experiences relevant and exciting for our children. We are an inclusive school and recognise children's individual needs, providing suitable learning challenges that respond to diverse needs. This encompasses a variety of exciting, first-hand experiences to enable children to acquire appropriate skills, knowledge and understanding preparing them for today's world. Through the provision of a stimulating environment, children will develop to their full potential academically, socially and physically. From September 2014, we have been teaching the statutory requirements of the new National Curriculum.

Christian ethos

The school curriculum is underpinned by the Christian ethos of our school. In addition to the teaching of RE, there is provision for a daily act of worship in accordance with the requirements of the Statute and the Trust Deed. 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.

Aims

The aims of the curriculum are to:

- promote high standards in reading, writing and mathematics;
- allow children to develop a knowledge of themselves in time and space;
- enable children to acquire knowledge and skills in science;
- enable children to be confident in the use of ICT;
- promote spiritual development;
- promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- enable children to be aware of the importance of and participate in the arts and related cultural themes;
- enable pupils to develop moral sensibility through carefully taught Christian values;
- develop the personal and social skills of each child;
- provide equality of access and the opportunity for all pupils to make progress;
- prepare pupils for the opportunities, responsibilities and experience of adult life;
- provide opportunities for children to broaden their outlook on life;
- make learning more meaningful, by putting it into context;
- listen to pupil voice and involve pupils in planning and decision making;
- bring learning to life through high-impact events, including visits, visitors and theme days;

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- ensure progression by building on what children already know through the use of AFL techniques;
- work with members of the local and global community;
- promote fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs.

At St. George's Central CE 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 curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving.

Through the provision of rich and varied activities, we aim to:

- encourage the best possible progress and the highest achievement for all pupils;
- enable pupils to make connections across different areas of learning;
- help pupils to think creatively and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

We aim to foster a life-long love of learning, through adopting a highly practical and cross-curricular approach.

Our enquiry based Curriculum aims to deliver a twenty-first century education that will equip our children with the skills required to be independent and responsible citizens who:

- are secure in their values and beliefs;
- respect others;
- recognise responsibilities as a global community;
- have a sense of worth, purpose and personal identity;
- are able to challenge justice;
- make informed choices;
- can handle conflict;
- have enquiring minds and can demonstrate deep thinking generating their own questions as a starting point.
- greater learner involvement in their work;
- can communicate well;
- are able to learn independently and with others;
- have essential learning skills in literacy, numeracy, science and ICT and can apply these skills where it is appropriate;
- are creative and resourceful;
- work co-operatively;
- develop problem solving skills;
- use and apply and transfer skills to differing situations;
- can reflect on, or review, their learning;
- are confident individuals who are able to live safe, healthy and fulfilling lives;
- can relate to others and form good relationships;
- know how to sustain and improve the environment and take into account the needs of present and future generations when making choices.

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Organisation

The curriculum is taught through discrete subjects and linked 'topic' areas within the enquiry based curriculum.

Topics and units of work are planned, usually over half a term's duration. These are called MEDIUM TERM PLANS and contain the detail of the work to be covered with a progression of learning objectives. The plans indicate how the work will be differentiated and what the pupil outcomes will be.

The children are taught with their class or year groups. Work is planned using the framework of the National Curriculum. The RE scheme of work follows the Blackburn Diocese Agreed Syllabus.

Roles and Responsibilities

The Headteacher

The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

- the Senior Leadership Team co-ordinate the work of the subject leaders and ensure that the curriculum has progression and appropriate coverage
- class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group
- the Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Headteacher's report

The teaching staff

The teaching staff will ensure that:

- the curriculum is delivered effectively, 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 and makes cross-curricular links where appropriate;
- they make amendments to planning in order to optimise learning opportunities.

The Headteacher and Subject Leaders are responsible for overseeing the delivery of the curriculum through:

- regular formal and informal discussions with staff;
- monitoring planning to ensure curriculum and key skills coverage;
- carrying out book scrutiny alongside planning and to ensure cross-curricular links are optimised;
- observing learning and teaching to ensure progress is being made within the topics;
- regular reviews of the curriculum through pupil discussion and open dialogue;
- formulating action plans to move the school forward;
- speaking with the children about their learning.

Subject Leaders provide a strategic lead, support and advise colleagues, and monitor progress in their area.

The Governing Body

The Governing Body, through the Curriculum Committee, will:

- ensure that a broad and balanced curriculum is delivered which meets all statutory requirements;
- have a strategic input into the School Improvement Plan;
- consider the advice of the Headteacher when agreeing targets and monitor progress towards those targets;
- receive all relevant reports, performance and assessment data;
- monitor progress towards curriculum and other objectives in the School Improvement Plan.

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Inclusion

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or abilities. Children learn best when they can see links and have reasons for learning. Our curriculum promotes enjoyment of learning through debate, creativity, purpose and relevance. Our aim is that pupils are motivated by achievement both now and in the future and have a positive attitude towards themselves, others and their environment.

Monitoring of Curriculum Policy

The implementation of the curriculum policy will be monitored in the following ways: trawling of exercise books (samples will be requested by either HT, SLT or co-ordinators as part of the ongoing Monitoring & Evaluation cycle), lesson observations and staff and pupil discussions. This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching and high standards of presentation. Assessment is used to monitor and track children's progress and to inform next steps in teaching and learning. Monitoring information will be communicated to governors on a regular basis to ensure effective implementation of the policy. This policy will be monitored by the school's Senior Leadership Team, subject leaders and the Governors. It will be reviewed annually, or sooner if there are significant changes to national Curriculum or Government expectations.

Approved by the governing body on 11/6/15

Signed: *Mrs S Yates* (Chair)

Approved by teaching staff on 10/2/15

Signed: *Mr M Grogan* (Headteacher)

To be reviewed: June 2017

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