



Appleton CE School Curriculum Policy

Introduction

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 children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children 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.

Values

Our school curriculum is underpinned by the Christian Values that we hold dear at our school. We start each school day with an act of collective worship.

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

We value the way in which all children are unique, and 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 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 each 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.

3. 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 literacy, numeracy, science and computing;
- 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;
- 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 and high self-esteem, and to be able to live and work co-operatively with others.

4. Organisation and planning

We plan our curriculum in three phases.

We agree a long-term plan for each year group. This outlines the content taught in each subject or topic throughout the year. We review our long-term plan on an annual basis.

Our medium-term plans, we give clear guidance on the objectives which will be taught each week of each term. These are produced by each class teacher on a termly basis

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 what resources and activities we are going to use in each lesson.

In the Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas.

At Key Stage 2 the curriculum tends to be more subject based although links between subjects will be made when this adds to the relevance and cohesiveness of the learning. This means that a class may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Over the six terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

We aim to enhance the curriculum for all ages through our creative approach to planning in which the arts (drama, music and the expressive arts) can be incorporated in subject areas. We also actively seek and promote out of school experiences to extend children's learning and engage them practically in the subject matter.

A wide range of after school activities are available for children to join in. These are offered to different age ranges throughout the year and include sporting, scientific and arts based clubs.

5. Children with special needs, including Able, Gifted and Talented

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEN policy. We provide additional resources and support for children with special needs.

If a child has a special 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 children with special needs. If staff or parents or carers raise a concern about a child, his/her class teacher will make an assessment under advice from the SENCo. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we if necessary, use the support provided by appropriate external agencies

If a child is working at an extension level in one of more areas of the curriculum they will be given open-ended questions and tasks and be encouraged to follow lines of thought independently.

The school provides a Review of Progress for each of the children who are on the special needs register or any child receiving an intervention. This outlines the provision the school has made for each child. Assessments are carried out so that we can review and monitor the progress of each child at regular intervals (usually 3 times yearly).

6. The Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the non-statutory curriculum guidance for the Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, using Development Matters to make best fit judgements as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in child led and teacher led 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 pre-school providers in the area.

During the Foundation Stage, the teacher and Foundation stage staff make continual observations of the children's progress. These observations form an important part of the future planning for each child and are shared with staff, parents and carers.

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 their child's progress through the Learning Journey.

7. The role of the subject coordinator

The role of the subject coordinator 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 for the subject.

It is the role of each subject coordinator to keep up to date with developments in their subject and plan for improvement. This development planning links to whole-school objectives. Each subject coordinator reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned across the year groups.

8. Monitoring and Review

Our Governing Body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented.

Each class teacher is responsible for the day to day organisation of the curriculum.

Our Key Stage Leaders monitor the Long Term and Medium Term Planning for each Key Stage.

The Headteacher oversees and monitors all the lesson planning throughout the year.

Subject Coordinators monitor the way their subject is taught throughout the school. Subject Coordinators also have responsibility for the purchase, storage and management of resources.

Approved by Date