



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 values of our school. 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.

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

- ❖ 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.

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, maths, science and information technology (IT);
- ❖ 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 enable children to be positive citizens in society;

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- ❖ 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.

Organisation and planning

There is a long term plan for Foundation Stage and Key Stage One. This indicates what topics are to be taught in each term.

Planning for English and Maths in the Foundation Stage is based on the Early Years development matters. Medium-term plans give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Other foundation subjects are taught through a topic based creative curriculum and are linked to other curriculum areas where possible.

Weekly short-term plans outline what is to be taught in more detail.

In the Foundation Stage and at Key Stage 1 we adopt a cross curricular 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.

Children with Special Needs/English as an additional language (EAL)/Gifted & Talented

- ❖ The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted and outside advice sought if necessary.
- ❖ If a child has a special need or is an EAL child, 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 a child 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 child's needs within the normal class organisation. If a child's need is more specific we use Learning Support Assistants and involve the appropriate external agencies.
- ❖ The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. It sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. (See Inclusion Policy)

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- ❖ *If necessary those children who have English as an additional language are set targets by the teacher on a 'Language development plan'. These are monitored and reviewed as above.*
- ❖ *For those children who we deem to be gifted and talented, parents are informed and targets are shared with the parents and reviewed on a termly basis.*

The Foundation Stage

- *The curriculum that we teach in the reception class meets the requirements set out in the EYFS. Our curriculum planning focuses on the development of children's skills and experiences.*
- *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.*
- *During the children's first term in the Nursery/ Reception class, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. Until June 2018 the Foundation Stage Profile will be used to assess children's progress during Reception year.*
- *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.*

Key skills

The following skills are considered paramount in the learning and development of every child:

- *communication;*
- *application of number;*
- *information technology;*
- *working with others;*
- *improving own learning and performance;*
- *problem-solving.*

In our curriculum planning we plan to help children develop these skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

The role of the subject leader

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 for the subject.*

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Each teacher has been allocated a core subject to lead. The Foundation subjects are coordinated as a group and regular staff meetings are given over to monitoring and coordination of these subjects.

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 may also keep a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment. They will also keep the Head Teacher informed and up to date with the subject.

Monitoring and review

- Our governing body is responsible for monitoring the way the school curriculum is implemented. We have named governors for the core subjects and other areas of the curriculum.
- The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches and assesses these subjects.
- The day to day curriculum is organised by the Head and class teachers.
- Subject leaders monitor the way their core 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.

Policy Review

This policy will be reviewed in full by the Governing Body on an annual basis.

Signature Head Teacher Date

SignatureChair of Governors Date