

SUTTON ON THE FOREST CE (VC) PRIMARY SCHOOL CURRICULUM POLICY

This policy to be read in conjunction with the SEN and Gifted & Talented, Teaching & Learning, Marking and all subject specific policies.

At Sutton on the Forest CE Primary we believe that every child has an innate capacity for learning which should be nurtured, cared for, stimulated, harnessed, promoted and developed through the provision of an exciting, creative, relevant, and challenging curriculum. The curriculum outlines all the learning opportunities planned for pupils in order to promote learning and personal growth and development so that they can achieve their true potential. 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', i.e. what the children learn from the way they are treated and expected to behave. We encourage our children to be positive, responsible people, who can work and co-operate with others.

The curriculum is underpinned by the schools Christian values, which is summed up by the school prayer:

This is our school, let love be here
Love of one another,
Love of mankind
and love of God
Let us remember that as many hands build a house
So many hearts build a school.

AIMS:

- To enable all children to learn and develop their knowledge and 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 enable children to be positive citizens in society, to have respect for themselves and to be able to live and work cooperatively with others;
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education.

Organisation & Planning

Throughout the school, from Reception to Year 6, we adopt a topic approach to curriculum planning. We plan the curriculum carefully and progressively, so that there is coherence and full coverage of all aspects. In planning and guiding

children's activities, we aim to promote active learning, where children enjoy investigating and exploring, whilst creating and thinking critically.

Early Years Foundation Stage (EYFS)

In Reception/Y1, the curriculum for children in Reception is based on the revised Statuary Framework for the EYFS (2012). The EYFS learning and development requirements comprise:

- the seven areas of learning and development and the educational programmes;
- the early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year; and
- the assessment requirements

We believe that play is essential for children's development, enabling them to build confidence in their abilities as they explore, think about problems and learn to make links between their knowledge and their personal experiences. Each area of learning and development is implemented through carefully planned, purposeful play and through a mix of adult-led and child-initiated activities. Children in Reception are also taught elements of the Primary Frameworks for Literacy and Mathematics.

KS1 & KS2 Long Term Plans

The curriculum is planned across a two year cycle in KS1 and a two year cycle in KS2 using a topic based approach. We review our long-term plans on a regular basis and may change the topics in relation to events happening in the local community and further afield.

Medium Term Plans

In English and Maths and all foundation subjects, medium term planning is adopted from NYCC and the National Curriculum.

Short Term Plans

These are written on a weekly or daily basis as chosen by the teacher. All plans are reviewed daily and are used to inform teaching for the following session. The plans are used to set out the learning objectives and success criteria for each session, and to identify what resources and activities are to be used in the lesson. Short term plans must also be shared with teaching assistants and their views consulted in the review of the days teaching.

All medium and short term plans are present in the classroom or on the Nasbox at all times.

All staff are expected to fully contribute to all areas of the curriculum and each staff member also leads an extra-curricular activity.

The Headteacher will:

- ensure the highest standards and quality of learning is achieved
- ensure the curriculum reflects and responds to the children's needs and context
- ensure the curriculum continues to match and support the school's organisation, purpose and direction (School Development Plan)
- provide policy statements for Sex and Relationships Education, Collective Worship and RE
- provide appropriate Assessment Recording and Reporting arrangements.
- monitor the curriculum through lesson observations, scrutiny of books and planning.

Each subject leader will:

- 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 and identify any trends in progress and pupils who may need additional support.
- provide efficient resource management for the subject.
- keep up to date with developments in their subject, at both national and local level.
- review the way the subject is taught in the school and plan for improvement and write appropriate action plans .
- review the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum and that progression is planned into medium term plans.
- Subject leaders for core subjects, RE, SEN and Educational Visits will also write an annual report to Governors.

The Governing Body

- The Governing Body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented.
- There are named Governors for all core subjects. The Governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.
- The Curriculum Committee reviews all curriculum policies and regularly measures their impact.

Parents

- Parents are informed of the whole school curriculum and the programme of extracurricular activities via the website.
- Parents are invited to attend key stage specific curriculum evenings annually.
- Parents of children in EYFS are also invited to attend open curriculum meetings in the term prior to their children starting school.

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