



St. Peter's C.E. Junior School

Stilwell Close, Yateley, Hampshire GU46 6XH.

<i>Policy Number: C/1/May09</i>	<i>Date Agreed: 14th May 2009</i>
<i>Policy Title:</i> CURRICULUM POLICY	<i>Authorised By:</i> <u>G.Weeks</u>
<i>Area: Curriculum</i>	<i>Due for Review: May 2010</i>
<p><i>The Governing Body believes that fairness and consistency of judgement is essential to the operation of the school. All members of the school have equality of opportunity to achieve their full potential and will not be discriminated against because of age, disability, gender, sexual orientation, nationality, race, or religion. The Governing Body believes that the school always has to be aware of the potential for unconscious discrimination, to avoid assumptions about individual members of the school based on stereotypes and to use the teaching and learning arrangements actively to encourage everyone to achieve their full potential.</i></p> <p><i>All our policies are consistent with our duty of care to protect our pupils and to provide a learning environment which is safe and healthy.</i></p> <p><i>In all our dealings, we respect the strict code of confidentiality that underpins our school ethos.</i></p>	

1 Mission Statement

At St Peter's, we aim to:

- Create a secure, safe and caring environment, where pupils feel valued and are listened to.
- Provide a challenging curriculum, which ensures all pupils reach their full potential.
- Encourage independence and enthusiasm for learning, thus raising pupils' self esteem.
- Encourage respect for ourselves and other peoples' beliefs, customs and opinions.
- Create a supportive partnership between the school, parents and the wider community.

2. Introduction

The curriculum comprises all the planned activities that we organise in order to promote learning and personal growth and development.

It includes:

- The formal requirements of the National Curriculum.
- The range of extra-curricular activities organised by the school, in order to enrich the experience of the children.
- The 'Hidden Curriculum' which reflects the fact that children learn from the way they are treated and the way they are expected to behave. This is in the line with the school's ethos and mission statement.

We aim to teach children how to grow into positive, responsible and independent people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

3. Values

St Peter's curriculum is underpinned by Christian values and beliefs. The curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at school and in society, and prepares pupils for the opportunities, responsibilities and experiences of adult life¹.

Our school agrees fully with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England.

We have based our curriculum on the following values:

- 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 growth¹.
- Each person in our community is important. We organise our curriculum so that we promote co-operation and understanding between all members of our community².
- We respect each child 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 children in our school³.
- We aim to teach respect for our world, and how we should care for it for future generations, as well as our own⁴.

4. Aims and Objectives

We aim to:

- Enable all children to learn and develop their skills to the best of their ability⁵. This includes the provision and opportunities to extend more able children.
- Promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- Teach children the basic skills of literacy, numeracy and information communication technology (ICT)⁶.
- Enable children to be creative and to develop their own thinking and appreciate the creativity in others.
- Teach children about their developing world, including how their environment and society have changed over time⁴.
- Help children understand Britain's cultural heritage.
- Enable children to be positive citizens in society¹.
- Fulfil all the requirements of the National Curriculum and the Agreed Syllabus for Religious Education.
- Teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- Seize opportunities for pupils to experience and express awe and wonder⁷.
- Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all³.
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others².

¹ See our policies on 'Personal, Social, Health Education and Citizenship', 'Drug Awareness Education and the Management of Drug Related Incidents' and 'Sex and Relationship Education'.

² See our 'Anti Bullying' policy.

³ See our policies on 'Equal Opportunities' and 'Inclusion'.

⁴ See our policy on 'Education and the Environment'.

⁵ See our policy on 'Special Educational Needs'.

⁶ See our policies on 'Information Communication Technology' and 'Internet and E-mail'.

⁷ See our policy on 'Collective Worship'.

5. Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan –the curriculum map. This indicates what topics are to be taught in each term, on an annual cycle and to which year groups of children. Medium term plans are developed from the curriculum map. Medium-term plans give clear guidance on the objectives and teaching strategies. We use the Primary Frameworks for Literacy and Numeracy for our school; we take our medium-term planning directly from the guidance documents. We use National Curriculum 2000 to guide our medium-term planning in the foundation subjects and science. We use the diocesan material to support RE planning as well as the Agreed Hampshire Syllabus for R.E.: Living Difference.

Short-term plans are those that teachers write on a unit basis for Literacy and Numeracy. These are used to set out the learning objectives for each session, and to identify resources and activities to be used in the lesson. For all subjects except Numeracy and Literacy, detailed medium-term planning removes the need for formal short-term plans and teachers need only informal notes to support the delivery of these lessons. Extension and supported activities are incorporated where appropriate.

The curriculum at St Peter's school places emphasis on experiential learning, offering out-of-school activities to support this wherever possible. The curriculum is broad and balanced, and builds on the work at Key Stage 1. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Cross-curricular links are made wherever appropriate with particular emphasis given to Literacy and Numeracy links, supported by flexible pupil groupings.

The curriculum 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 will do so only after the parents of the child have been consulted. The school does all it can to meet these individual special needs of the children, and we comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. (For further details, see our policy on 'Special Educational Needs'.)

6. Key Skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication
- Application of number
- Information Communication Technology (ICT)
- Working with others
- Improving own learning and performance
- Contextualised Problem-solving

In our curriculum planning, we focus on these skills, so that the children's progress in all of these areas 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.

In addition to these key skills, we ensure that the five outcomes from 'Every Child Matters' /Children's Act 2004 underpin our teaching and learning. These outcomes are:

- Being healthy
- Staying safe
- Enjoying and achieving
- Making a positive contribution
- Achieving economic well-being

7. Attainment Monitoring

St Peter's school places great emphasis on ensuring that all children develop to their full potential. To inform the planning necessary to achieve this aim, the progress of individual children is carefully tracked, and appropriate targets and next step actions are developed for each child. These are communicated clearly to the child (and their parents/carers) so that all parties are fully aware of what is expected at each stage of their educational journey. (For further details, see our related policies on 'Teaching and Learning', 'Assessment and Record Keeping', 'Marking and Feedback' and 'Homework'.)

8. Subject Leaders

The role of the subject leader is to:

- Provide direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Evaluate and modify current practice to ensure continuity and progression.
- Monitor subject planning and pupil progress

Each subject leader is expected to keep up-to-date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. Each 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 also keeps a subject portfolio, which contains:

- Policy
- Scheme of Work
- Medium-term plans
- Resources
- Audit of resources
- Children's work used to show the achievements at each level and to give examples of expectations of attainment
- Articles of interest
- Subject action plan to include proposed spending
- Evaluation of action plan
- Subject monitoring reports

(For further details see our policies on 'Teaching and Learning' and 'Monitoring and Evaluation'.)

9. Monitoring and Review

Our governing body is responsible for monitoring the way the school curriculum is implemented, through analysis of data, in order to improve practice and achieve success. We have named governors responsible for Literacy, Numeracy and Special Needs. The governor liaises with the subject manager of these areas, and monitors closely the way the school teaches these subjects.

The Headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher monitors lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives to ensure pupils make good progress.

Subject leaders monitor the way 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. (For further details see our policies on 'Teaching and Learning' and 'Monitoring and Evaluation'.)

10. Health and Safety

The school has a comprehensive 'Health and Safety' policy, which includes references to the curriculum. We also follow current DCSF and Hampshire guidelines for specific subjects and for out-of-school activities⁸.

We place considerable emphasis on the health and physical well-being of our pupils (and staff), achieving and maintaining the standard necessary to gain the Hampshire 'Healthy Schools' award⁹.

⁸ See our document 'Guidelines for Off-site Visits'

⁹ See our policy on 'Healthy Eating'