

Newsham Primary School  
Curriculum Policy



Date Written:	September 2015
By:	Mrs Pat McDonald
Adopted by Governors:	
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This policy has been written in alignment with our school vision and ethos.

### **Introduction**

The curriculum at Newsham Primary School is all the planned activities that we organise in order to promote learning, personal growth and development which is based around the National Curriculum in England. It includes a 'hidden curriculum' - what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We seek the highest standards of attainment for all our children through the increasing breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

### **Vision**

Our school curriculum is underpinned by our whole school vision that has been jointly created and agreed by all stakeholders. The curriculum is the means by which the school achieves its vision.

### **Aims and objectives**

In line with our vision, 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 and computing;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand the cultural heritage of Britain and the wider world;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- 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 distinguish 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 live and work cooperatively with others.

## **Organisation and planning**

We plan our curriculum in three phases. We agree long-term plans: one each for Foundation Stage, KS1 and each year group in KS2 which are reviewed annually. These indicate which topics are to be taught in each term, and to which groups of children.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic.

Our short-term plans are those that our teachers write on a weekly or daily basis which set out the learning objectives for each session.

In the Foundation Stage, we adopt a topic approach to cross curricular planning, which reflects the needs of the children. Planning secures coherent and full coverage of all aspects of the Early Years Foundation Stage Curriculum as outlined in the 'Development Matters in the Early Years Foundation Stage' guidance 2012, ensuring there is planned progression across all areas.

In Key Stage 1, we have a two year rolling programme for foundation subjects based on a creative curriculum. In KS2, we use a creative curriculum approach with some of the foundation subjects taught separately. This means that, for example, a child may concentrate in one term on a history topic, and then switch to a greater emphasis on geography in the next term. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects.

## **The curriculum and inclusion**

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs or an EHCP, and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

The school provides Individual Pupil Profiles for each of the children who are on the special needs working list. This sets out the nature of the special need, and outlines how the school will aim to address it. The Profile also sets out targets for improvement, so that we can review and monitor, at regular intervals, the progress of each child.

When children in our school have disabilities, we are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

## **The Foundation Stage**

Our curriculum planning for nursery and reception children focuses on the developmental objectives leading up to, and including, the Early Learning Goals, referenced above.

Our school fully supports the principle that young children learn through play and challenge, by engaging in well planned and structured activities and by directing their own learning. Teaching in the Early Years Foundation Stage builds on the previous experiences of the children and we do all we can to build positive partnerships with other nurseries / pre-school providers in the area to support this.

Staff regularly assess the development and achievements of each child and record them in their own file. This assessment is essential to future planning and the interventions staff have with children.

We are well aware that all children need the support from home and school to make at least good progress. We strive to build positive links with families by keeping them informed about learning and progress, how the curriculum is delivered and inviting them into school regularly both formally and informally to experience EYFS at Newsham.

### **Key skills**

The following skills have been deemed 'key skills':

- communication;
- application of number;
- computing;
- working with others;
- improving one's own learning and performance;
- problem-solving.

In our curriculum we emphasise these skills so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

### **The role of Subject Coordinators**

The role of the subject coordinator is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

Subject coordinators have release time so that they can carry out their duties. It is the role of each subject coordinator to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject coordinator reviews the curriculum plans for the subject, ensuring there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work.

### **Monitoring and review**

Our governing body's Strategic Policy and Direction Sub Committee (Lynsey Crossman, John Potts, Janine Brown and David Anderson) is responsible for monitoring and reviewing how the school curriculum impacts on pupil outcomes through a regular and in depth analysis of performance information. This committee liaises with the respective subject coordinators, and closely monitors the way in which these subjects are taught. The governor assigned to special needs (Lynsey Crossman), liaises with the SEND coordinator (Mrs C Elton), and monitors the ways in which additional needs are addressed.

The Curriculum coordinator, Mrs P McDonald, is responsible for the day-to-day organisation of the curriculum and reports directly to the Head Teacher. The Headteacher and SLT monitor the teaching of all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Subject coordinators monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject coordinators also have responsibility for monitoring the way in which resources are stored and managed.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.