

Stretton Handley CE (VC) Primary School Curriculum Policy



At Stretton Handley CE (VC) Primary School, our 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 various extra-curricular activities that the school organises in order to enrich the children's experience. It also embraces the '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 and become life-long, independent learners.

We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. Our well-planned curriculum combined with high quality teaching aims to foster creativity in our children and ensures that they are supported to be well-rounded, independent young people who have a genuine thirst for learning.

Intent

Our Curriculum has been designed around our school values:

Aspiration, Belief, Creativity, Determination, Enjoyment and Friendship

These values allow us to recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative and critical thinkers.

All Children at Stretton Handley CE Primary School are recognised as unique individuals. We celebrate and welcome differences within our school community and beyond, allowing our children to become compassionate citizens of the world.

Our broad and balanced curriculum has been carefully sequenced to allow children to know, remember and be able to do more. Reading is at the heart of our curriculum, supporting children in developing their skills, which enable them to use language to further their own learning.

Our curriculum progressively builds knowledge, inspires our children through enquiry, addresses the identified barriers to learning, and delivers skills, cultural knowledge and understanding to allow children to achieve every day of their lives.

Implementation

At Stretton Handley CE Primary School we have developed a creative, thematic approach to the curriculum. Within each theme, links are made across and between subjects to develop subject specific knowledge, skills and understanding in a relevant, purposeful way. Across school we encourage children to become increasingly independent and to take responsibility for their own learning. Children are involved in deciding what and how they want to learn within each theme. We place high emphasis on children 'learning to learn,' developing resilience and a 'have a go' attitude.

We engage the children with a range of practical, relevant experiences and activities, including visits and visitors, to really bring the learning to life. For example, as part of our 'London's Burning' topic, children built model houses, which were then set on fire to demonstrate how the fire spread across London. We also went on a 'Faith Trail', which was an exciting opportunity to visit some of Derby's fantastic places of worship through an immersive experience, bringing our RE topics to life. As part of our 'All aboard' topic, we had a visit from a local theatre company, where the children went on a journey to Polynesia and Antarctica, encountering habitats, climates and animals through engaging and stimulating drama and music.

Our curriculum is planned to:

- prepare children for an ever changing world where they can be responsible citizens
- allow the children to build knowledge and skills and to be able to apply these skills to solve problems in a variety of situations
- provide opportunities for children to be creative and develop their own ideas and allow children to become independent, resilient learners
- develop cultural capital by providing opportunities outside the classroom environment and build a knowledge and understanding of these new experiences
- enable children to lead a fulfilling and healthy lifestyle through PSHE & RSE
- provide opportunities for outdoor learning and fieldwork
- be flexible and allow us to respond to personal, local and national events through weekly assemblies and First News articles

Organisation and Planning

We have a 1 year rolling programme for the reception year, we agree a 2-year rolling programme for long-term planning for Key Stage 1 and a 4-year rolling programme for Key Stage 2. This indicates what 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. We base our medium-term planning on the objectives in the guidance documents.

In the Early Years Foundation Stage, at Key Stage 1 and Key Stage 2, we adopt a topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas.

We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage. Some pupils in Year 1, for example, continue to follow a Foundation Stage curriculum for part of their Year 1.

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 or carers 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 SEN 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 Graduated Response for Individual Pupil (GRIP) or a statement of special needs/Educational Health Care Plan (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 an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular termly intervals.

We are aware that at some time we may have children in our school that 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. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect from 2005. 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 Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the Statutory Framework for the Early Years Foundation Stage guidance produced in 2021. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured 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 the various nurseries and other pre-school providers in the area. Each term in the reception class, the teacher will assess the skills development of each child, and record this on an assessment tracker developed by our school. This assessment forms an important part of the future curriculum planning for each child. We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

Impact

Children leave Stretton Handley CE Primary School with a sense of belonging to a community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners.

Subject Leaders

The role of the subject leader requires a team approach; however, each subject is assigned a designated member of staff.

The role of the subject leader:

- To provide a strategic lead and direction for the subject;

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

Whenever possible, the school gives subject leaders non-contact time, so that they can carry out their duties. It is the role of each subject leader 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 leader reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned. (See Subject Leader Policy 2021)

Monitoring and review

Our governing body's teaching and learning committee is responsible for monitoring the way in which the school curriculum is implemented. There is a named governor assigned to special needs, who liaises with the SEND coordinator, and monitors the ways in which special needs are addressed. The Headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher monitors planning for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. Subject leaders 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 leaders 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.