

Curriculum Policy

Last Updated: January 2017

Update Required: January 2020

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.

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:

Aims and objectives

The aims of the school curriculum are:

- To promote the spiritual, moral, cultural, mental and physical development of all pupils regardless of gender, disability ethnic or social background
- To teach and prepare pupils for the opportunities, responsibilities and experiences of later life at the school and of society,
- 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 skills in literacy, maths, science, computing, history, geography, art, design and technology, music, PSHCE and PE
- 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 help children understand Britain's cultural heritage
- To enable children to be positive citizens in society
- 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

British Values

Democracy

Denham Village Infant School children have many opportunities for their voices to be heard. Our school values are embedded in our curriculum and are reviewed and referred to throughout the year. Each year, pupils' are involved in creating new class rules and, through the school council, review and update the school rules.

We have a school council which meets regularly to discuss a range of issues, including opportunities to enhance pupil opportunities. The council has its own budget and can genuinely effect change within the school.

Rule of Law

The importance of laws, whether they be those that govern the class, the school or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies and circle time in class. Visits from authorities, such as the Police and Fire Service, help reinforce this message.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example, through our E-Safety and P4C and PSHE lessons. Whether it be through choice or responding to challenge or participation in our extra-curricular clubs, children are given the freedom to make choices.

Mutual Respect

All members of the school community are expected to treat each other with respect. Children learn that their behaviours have an effect on their own rights and those of others.

Tolerance of those of different Faiths or Beliefs

Members of different faiths or religions are encouraged to share their knowledge to enhance learning and respect. Teachers plan assemblies or ask visitors to class to celebrate different religious events. These celebrations are followed up with class activities. . At Denham Village Infant School, we will actively challenge children, staff, governors or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Organisation and planning

Denham Village Infant School has a creative curriculum where we across different subjects where appropriate.

In key stage 1 we plan our curriculum in three phases. We agree a long-term two year plan. This indicates what topics are to be taught in each term. We review our long-term plan every two years. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We follow the National Curriculum for all subjects and have a cross-curricular approach. Our short-term plans are those that our teachers write on a daily basis. We use these to set out the learning objectives and success criteria for each session, and to identify what resources and activities we are going to use in the lesson.

In the EYFS, we adopt a similar topic approach to curriculum planning. We plan the curriculum carefully, so there is coherence and full coverage of all aspects of the Early Learning Goals.

Children with Special Educational Needs including Gifted and Talented and Premium Pupils

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, so the curriculum is differentiated accordingly.

Staff adapt the curriculum so that we comply with the requirements set out in the SEND Code of Practice in providing for children with special educational needs. If a child displays signs of having special educational 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 is significantly behind his/her peers, then the child is recorded on the SEND register as K, if outside agencies are involved, and appropriate targets and provisions are put in place.

The school provides a support plan for each of the children who are on the special needs register and an Individual Provision Plan (IPP) for children on the Able, Gifted & Talented register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets, so that we can review and monitor the progress of each child each term.

The school receives funding for premium children which the school uses to provide extra support for these children. All premium children have support plans which are reviewed half termly.

The Early Years Foundation Stage

Please see our separate EYFS policy.

Roles and responsibilities of headteacher, other staff, governors

The **headteacher** will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of information and communications technology
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum
- the procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with school or national expectations, and what is required to help them improve
- the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

- the governing body is advised on statutory targets in order to make informed decisions.
- Other **staff** will ensure that the school curriculum is implemented in accordance with this policy.

The **governing body** will ensure that:

- it considers the advice of the headteacher when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- National Curriculum test and teacher assessment results are published in the school profile and progress towards meeting agreed targets is described
- parents and carers receive timely reports on the progress of their child against clearly defined expectations
- it participates actively in decision-making about the breadth and balance of the curriculum
- staff understand that political, moral and ethical issues must be presented to pupils in a balanced way.

Monitoring and review

Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its cycle of review and development. We have named governors for literacy, numeracy and Special Needs. The governors liaise with the staff and monitor closely the way the school teaches these subjects.

Review

This policy and procedures will be reviewed every **3 years**.

Signature:

Mrs Debbie Groom
Interim Headteacher

Date:

Signature:

Mrs Lorraine Couves
Chair of Governors

Date: