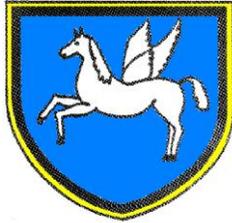


Winchelsea



All Individuals Matter

WINCHELSEA PRIMARY SCHOOL
RUSKINGTON

CURRICULUM POLICY

Part 1: 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.

Our school curriculum is underpinned by the values that we hold dear at our school. 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.

Part 2: Aims and Objectives

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 information technology;
- 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.

Part 3: Organisation and planning

- 3.1** We plan our curriculum in three topic groups consisting of subject areas: Humanities (History, Geography, RE and PHSE), Sciences (Science, ICT and DT) and Arts (Art, PE and Music). The long term plan shows the overview for the year and is adapted according to the need for mixed age year groups. One topic is studied for each long term of the year in Key Stage 2 but with shorter topics for each of the six terms in Foundation Stage and Key Stage 1.
- 3.2** The medium term plans outline the learning objectives and intended lesson outcomes and include our key skill linked assessment opportunities,
- 3.3** Short term plans are written on a weekly basis. These set out the learning objective for each session, resources and lesson overview and intended lesson outcomes.

Part 4: Roles and Responsibilities of Head, other staff and governors

4.1 Head teacher

The **Head teacher** 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;
- 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 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.

It is the responsibility of the head teacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/ amended.

4.2 Subject co-ordinator teams

All staff are organised into subject co-ordinator teams and work together to drive improvement, assess progress and develop innovations or new initiatives for their subject areas. They monitor their subjects and their implementation, check coverage and review quality of teaching and learning, alongside children's work.

4.3 Governing body

The **governing body** will ensure that:

- it considers the advice of the head teacher 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 brochure and in the annual report to parents, and progress towards meeting agreed targets is described;
- it participates actively in decision-making about the breadth and balance of the curriculum;
- ensure that staff understand that political issues must be presented to pupils in a balanced way.

A specific governor committee within the structure of the full governing body meets regularly to review the curriculum, its delivery and its success in meeting the pupils' needs

Part 5: Children with Special Needs

5.1 The curriculum in our school 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 do so only after the parents of the child have been consulted.

5.2 If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities that meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for an Education Health Care plan (EHC), and we involve the appropriate external agencies when making this assessment.

5.3 The school provides an Individual Educational Plan 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 the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Part 6: Arrangements for Monitoring and Evaluation

A system of appraisal and assessment, in accordance with National Curriculum guidelines is on operation. Pupils are involved in formal assessment through SATs at the end of each Key Stage together with teacher assessments and interim tests each term. The teacher regularly assesses all pupils so that their progress can be monitored through teacher assessment and recording of key skills progress. Parents are encouraged to meet staff to discuss their child's general progress and the contribution that they can make to their child's learning. Parents are informed of their right to access their child's records.

The Governing body will receive an annual report from the head teacher on:-

- the standards reached in each subject, by every year group, against national averages and similar schools;
- the standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks;
- the standards achieved by pupils with special educational needs;
- the number of pupils for whom the curriculum was disapplied, the arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils;
- the evidence of the impact of national strategies on standards;
- the views of staff about the action required to improve standards;
- the nature of any parental complaints.