

GREAT CHART PRIMARY SCHOOL

CURRICULUM POLICY

September 2018



(To be reviewed September 2019)

Our vision is to create a school community where children participate, succeed and are proud of their achievements. We strive to actively promote British values and prepare our children to become role models, thus preparing them for life in modern Britain. It is our belief that children come to Great Chart Primary School to be happy, successful and to be the best they can be. Our core values are: Respect, Aspiration, Responsibility, Resilience, Independence and Kindness.

'We are currently preparing students for jobs that don't even yet exist, using technologies that haven't yet been invented, in order to solve problems we don't even know are problems yet.' Shift Happens (2010).

The school curriculum for Great Chart Primary School comprises all the learning and other experiences that the school offers its pupils. Great Chart Primary School's emphasis on creativity, active learning, learning outside and nurture ensure that children make good and outstanding progress across the curriculum. The curriculum is engaging, exciting and relevant to the children at the school. We believe our new curriculum is more realistic and meaningful when appropriate cross-curricular links are made. The children are involved in creating their own curriculum. Great Chart Primary School builds a community of learners with an excellent attitude to learning, in a safe and caring environment. Children shine at Great Chart Primary School.

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school should be planned to meet the statutory requirements of the National Curriculum September 2014.

We have a variety of curriculum days or weeks throughout the year to focus specifically on a subject area:

- Creative Week
- Science weeks
- 6 Ways to Well Being days

Year groups may block work in order to meet the programmes of study of the National Curriculum

Aims- The curriculum offered by Great Chart Primary School will promote:

- The highest standards of achievement by all pupils, regardless of ability, ethnic origin, gender or social background
- Pupils' spiritual, moral, social and cultural, mental and physical development, preparing them for life as effective citizens, able to respond positively to the opportunities and challenges of a rapidly changing world
- A commitment to lifelong learning, preparing pupils for the opportunities, responsibilities and experiences of later life

Structure

In order to achieve these aims, Great Chart Primary School will work in collaboration with pupils, parents and the community to provide a curriculum which:

- Is sufficiently broad, balanced and flexible to develop pupils' knowledge, skills and understanding through learning programmes and experiences appropriate to their ages and abilities, regardless of their gender, ethnic or social background and taking account of any talents and additional educational needs
- Provides children in the Foundation Stage (aged 3 –5) with a wide range of planned activities and experiences which help them to develop and make progress towards meeting the Early Learning Goals
- Satisfies the requirements of legislation relating to the National Curriculum (September 2014) and religious education (RE), ensuring that sufficient time is allowed for all aspects of the curriculum

and the development of essential skills especially literacy, numeracy and the use of information and communication technology

- Engages learners and provides for continuity of experiences and progression within, between and beyond the key stages and promotes lifelong learning
- Promotes pupils' self-esteem and challenges them to achieve the highest standards, taking account of ability and aptitude
- Offers opportunities to assess the progress and attainment of each pupil to determine whether learning objectives and any agreed targets have been achieved and what should be the next steps in learning
- Includes a means of recording the progress and attainment of each pupil and reporting these to parents and pupils, and informing parents and the community about the achievements of the school
- Prepares pupils for the responsibilities and opportunities that arise throughout life in a democratic, multicultural and technological society
- Extends knowledge, experience, imagination and understanding in ways which develop creative, critical and analytical capabilities combined with an awareness of moral values and a capacity for the enjoyment of learning
- Develops positive attitudes and qualities through spiritual awareness and aesthetic appreciation
- Fosters respect for the environment and an understanding of the ways in which human activity can affect the local, regional, national and global environment
- Promotes equality of opportunity, develops understanding of and respect for the rights and views of others and emphasises the value of personal relationships based on mutual respect
- Promotes the importance of healthy living
- Works in partnership with the family, the business community and society at large, leading to an appreciation of the value and the rights and responsibilities of being a citizen
- Prepares pupils for the next stage of learning
- Promotes pupils' understanding of their roles as members of the school, local, national and international communities.

Breadth

The curriculum at Great Chart Primary School is sufficiently broad and balanced and flexible to develop pupils' knowledge, skills and understanding through learning programmes and experiences appropriate to their ages and abilities, regardless of their gender, ethnic or social background and taking account of any talents and additional educational needs. Breadth involves a wide range of experiences that develop all areas of skill, knowledge and understanding. Throughout a pupil's education, the following skills should be developed:

- Reading, writing, speaking, listening and numeracy
- Observation, recording and drawing
- Locating, retrieving, evaluating and using information from a range of sources
- The use of information and communication technology
- Planning and evaluating work in order to improve it
- Independent learning
- Creative and critical thinking
- Interpersonal skills
- Critical appreciation the work of others and themselves
- Emotional literacy

The material and content taught in order to develop pupils' knowledge and understanding should become increasingly extensive and specialised as the pupil matures. The curriculum should be balanced but also flexible.

- A balanced curriculum provides the pupil with regular teaching across the full range of the curriculum. The main subjects should be taught on a regular basis
- A flexible curriculum is able to meet the identified needs of individual learners within its framework.

Pupils of all ages should have a range of experiences other than the formal subjects which they study.

Early Years Foundation Stage

The curriculum provides children in the Foundation Stage (aged 3 –5) with a wide range of planned activities and experiences which help them to develop and make progress towards meeting the Early Learning Goals

- Children in the Foundation Stage need a well-planned and resourced curriculum to take their learning forward and to provide opportunities for all children to succeed in an atmosphere of care and feeling valued. Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other.
- The Early Learning Goals establish expectations for most children to reach by the end of the Foundation Stage.

The curriculum for the Foundation Stage is organised into seven areas of learning:

- Communication and language
- Physical development
- Personal, social and emotional development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design.

Key Stage 1 & 2

At Key Stages 1 and 2 all pupils study the following subjects as part of the National Curriculum:

Key stage 1

Age 5-7 (Y1-2)

Key stage 2

Age 7-11 (3-6)

CORE SUBJECTS

English	✓	✓
Mathematics	✓	✓
Science	✓	✓

FOUNDATION SUBJECTS

Art and design	✓	✓
Citizenship	✓	✓
Computing	✓	✓
Design and technology	✓	✓
Languages		✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical education	✓	✓
Religious education	✓	✓

Special Educational Needs

Our school policy aims to identify needs as early as possible in order to support children effectively before the need has too great an impact upon their learning. For many children the needs are supported by the class teacher and teaching assistant but all children are monitored on a regular basis and for some children more specialised intervention is required. The school is able to call upon external agencies for further support when required. It is our policy to involve parents as much as possible in their children's needs.

Religious Education

Religious Education is included in the basic curriculum alongside the core and foundation subjects. The work undertaken is non-denominational; whilst reflecting the broad traditions of Christian belief, the work also draws on the beliefs of other faiths.

Parents have the right to withdraw their children from Religious Education if they so wish - we will make the necessary arrangements on receipt of a written request.

Sex and Relationships Education

Sex and Relationships Education (SRE) is a key aspect of Personal, Social and Health Education at Great Chart Primary School. As such it is more than the biology of reproduction and is taught in the context of caring relationships.

Educational Visits

During the time the children are at the school, they will have the opportunity to accompany their class on a variety of educational visits, either linked with the current programme of study in the classroom, or educationally worthwhile in their own right. These visits are an important part of the children's learning, and are planned with that in mind. There are also regular visits to the school by a variety of providers.

Planning

Teachers plan collaboratively in their planning sessions. Support staff are included for part of these sessions wherever possible.

- Systems of planning are consistent and carefully structured
- Co-operation in planning gives an opportunity for teachers to share the workload and their expertise
- Topics are usually chosen to fit National Curriculum requirements
- Topics are cross curricular
- Subject coverage and balance between subjects and topics are agreed by the staff and monitored by subject leaders and the SLT
- The planning refers to learning objectives, activities and assessment
- Planning should be focused around themes, learning challenge questions and start with a 'hook'

Teaching

The curriculum engages learners and provides for continuity of experiences and progression within, between and beyond the key stages and promotes lifelong learning. Each stage of learning should build on what the pupil has learned before. Teachers will discuss the content of the curriculum, teaching approaches and resources in order to ensure as smooth a transition as is possible for the pupil moving from one stage of learning to the next. The curriculum should foster a love of learning which extends beyond school and engenders an interest in learning throughout life. The curriculum promotes pupils' self-esteem and challenges them to achieve the highest standards, taking account of ability and aptitude.

Teaching should be appropriate to the ages and abilities of the pupils. This requires a balance to be struck; all pupils should be able to understand what is required of them, be able to achieve success and should be challenged and stimulated by their work. Pupils will receive a level of support appropriate to their needs. According to the pupils' age and maturity they will be encouraged to contribute to formulating teaching and learning strategies which will enable them to access the curriculum as independently as possible.

Gifted and talented pupils

School makes a significant difference in enabling gifted, talented and more able pupils to achieve their best. Ability and talent is manifest in a variety of ways through intellectual, academic, physical, creative and social fields of human activity.

At Great Chart Primary School, we feel the most effective way of making provision for more able pupils in school is through a broad and balanced curriculum, which :

- Offers a stimulating, challenging and differentiated experience of learning
- Succeeds in developing an interest in learning and valuing achievement for all
- Takes account of pupils' individual learning needs, as well as their personal and social development
- Offers specific opportunities for children to learn and develop socially as well as academically.

Assessment

The curriculum uses assessment, including self-assessment, to track the progress and attainment of each pupil to determine whether learning objectives and any agreed targets have been achieved and what should be the next steps in learning.

At Great Chart Primary School, teachers will assess pupils' progress in Reading, Writing and Maths each term and record these assessments on the school's tracking system. At the end of each term, class teachers and the leadership team will meet to discuss progress of the class and individual pupils.

These meetings will also focus on:

- The progress in reading and numeracy of all pupils
- The progress of pupils with special educational needs
- The progress of pupils for whom English is not their first language
- The progress of pupils eligible for the pupil premium

Pupils will also assess their own progress and be involved in target setting.

Parents and School

Children's education does not start at the age of 5; it does not only happen between 8.40a.m. and 3.00 p.m.; and it does not always need a teacher to contribute towards it. As a school, we value - and require - the care and support that individual parents give to their own children. To derive the greatest benefit from school, the child must be at the centre of a partnership between home and school, where the aim is the full development of the child. As professionals, we can guide the children's learning, we can stimulate their imaginations, and we can equip them with the skills they need for a successful life. We can do it on our own - but we can do it so much more effectively and efficiently with the full support of the parents.

Keeping parents informed about pupil progress is extremely important. We have open sessions, consultations and open evening throughout the year. Reports are sent out annually towards the end of the Summer Term and interim reports are sent out at the end of Term 2 and 4. Whilst these are all important occasions, we place a lot of emphasis on the school's open door policy whereby parents can visit the school whenever they feel there is a problem that they wish to discuss. Class teachers, Phase Leaders, Inclusion team, Assistant Headteachers, the Deputy Headteacher and the Headteacher are happy to talk with parents when the need arises, rather than wait for the next official open evening. Similarly, we would far rather invite parents to the school when we feel there is a problem than delay the discussions unnecessarily.

This policy will be reviewed September 2019