

Charnwood Primary School



Curriculum Policy

Updated by	Date	To be reviewed every	Next Review
N JASSAT	NOVEMBER 2014	2 YEARS	Nov 2016

Curriculum Policy

Learning together
Caring for All

Introduction

The curriculum embraces all that is learned through school, whether in lessons or as part of informal learning within and beyond the school day. It includes not only the legal requirements of the new National Curriculum 2014 (including the Early Years Foundation Stage), but also the wide range of activities that the school provides in order to enrich the experience of the children. What the children learn from the way they are treated and expected to behave is also part of the curriculum. The school has a clear focus on the personal development and wellbeing of each child, as well as on their academic progress.

At Charnwood Primary School, we aim to teach our children how to grow into positive, responsible people who can work and co-operate with others while developing their knowledge and skills, so that they achieve their full potential.

Teaching for Learning

At Charnwood Primary School, we encourage children's enthusiasm for learning through high quality teaching in an environment where their achievements and excellence are valued and celebrated. The Teaching and Learning Policy is central to the creative teaching practice in the school. It aims to enhance children's learning by supporting teachers in their use of a whole range of strategies and key techniques – it is about how teachers teach effectively and how children learn best, with a clear focus on individual learning styles and problem-solving.

Implementation

Our curriculum is broad and balanced, providing a wide range of knowledge, skills and experiences, giving each subject sufficient time to contribute to the children's learning. The planning process is central to the effective delivery of the curriculum. Our teachers start from the point of finding out what the children know and what they want to find out and use this information, together with the key skills required in each subject by the National Curriculum, to inform their planning. The main emphasis of planning in the school is to make the curriculum relevant to the child's learning by making explicit cross-curricular links.

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on a regular basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

We use the New National Curriculum Programmes of Study for our medium-term planning in the foundation subjects.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

We adopt a topic approach to curriculum planning. We plan the curriculum carefully and progressively, so that there is coherence and full coverage of all aspects of the six areas of the Early Years Foundation Stage and the National Curriculum.

Role and responsibilities of the teaching staff

The teaching staff will ensure that:

- . The curriculum is delivered effectively
- . The curriculum is delivered with due regard to the individual needs of each pupil, particularly those with special educational needs, and gifted and talented children, and differentiated as appropriate
- . Planning is relevant to the needs of the children
- . Subject Leaders provide a strategic lead, support and advise colleagues, and monitor progress in their area
- . The procedures for assessment meet all legal requirements and results are published
- . There is equality of access to the whole curriculum

The role of the subject leader

The role of the subject leader is to:

- . Provide a strategic lead and direction for the subject;
- . Support and offer advice to colleagues on issues related to the subject;
- . Monitor pupil progress in that subject area;
- . Provide efficient resource management for the subject.

subject leaders non-contact time each term, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way 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 their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Role and responsibilities of the Head teacher

The Head teacher will ensure that:

- . The Governing body is involved in decision-making processes that relate to the breadth and balance of the curriculum, including the School Improvement Plan
- . The Governing body is advised about statutory targets and results in order to make informed decisions
- . School policies are approved and/or reviewed at appropriate intervals
- . Governors are informed about the nature of any parental complaints
- . All school policies and procedures are checked against the principles set out in the curriculum policy
- . All teaching staff fulfil their roles and responsibilities.

Role and responsibilities of the Governing Body

The Governing Body will:

- . Ensure that a broad and balanced curriculum is delivered which meets all statutory requirements and is in line with the curriculum policy
- . Have a strategic input into the School Development Plan
- . Consider the advice of the Head teacher when setting targets and monitor progress towards those targets
- . Receive all relevant reports, performance and assessment data
- . Ensure that National Curriculum test and teacher assessment results are published
- . Monitor progress towards curriculum and other objectives in the School Development Plan
- . Appoint Governors for key curriculum areas.