



Amington Heath Primary School and Nursery
Curriculum Policy

School Own Policy

Approved on: 14/02/2022

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Introduction

Our school's 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 includes 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.

We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide including undertaking understanding and continue the implementation of the 2014 National Curriculum. We aim to foster creativity in our children, and to help them become independent learners. Above all, we make learning an adventure.

Aims

The aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to nurture independent, confident learners who are equipped for the future;
- 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 English, Maths and Computing to enable children to be creative and to develop their own thinking;
- to teach children to be resilient, celebrate challenge and use mistakes to develop their learning further;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to fulfil all the requirements of the New National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to distinguish 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 live and work cooperatively with others.

Organisation and Planning

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 this long-term plan on an annual basis.

Through our medium-term plans we give clear guidance on the objectives and teaching strategies for learning adventure. We provide clear links between subject areas so that pupils understand how subjects can be inter related.

Our short-term plans are those that our teachers write on a weekly 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.

In the Foundation Stage, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the Development Matters and early learning goals, and there is planned progression in all curriculum areas.

In Key Stage 2 we teach the foundation subjects separately, although links with the core subjects are made if possible. This means that, for example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects.

The Curriculum and Inclusion

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 an EHC Plan, 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 a Learning Passport 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 Learning Passport also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Some children in our school 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 in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching and learning is 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 Foundation Stage

The curriculum that we teach in the Early Years classes meets the requirements set out in the Development Matters. 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. Adults in Early Years assess the skills development of each child and use this to inform the future curriculum planning for each child.

Parent Involvement

We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

The Role of the Subject Leadership Teams

The role of the subject leader team is to:

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

Subjects are grouped into three curriculum areas – Sciences (Science, Computing and Design Technology); Arts (Music, French and Art); Humanities (Geography, History and Religious Education). Subject leadership teams, consisting of senior leaders, teachers and support staff, lead these curriculum areas.

The school gives subject leadership groups allocated time each term, so that they can carry out their duties. The amount of time will depend on the curriculum priorities of the school. It is the role of each subject leadership group 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 leadership teams reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work.

Writing, reading, maths, Early Years, PE, forest school and SRE/PSHE have specific leaders who drive improvements in their curriculum area.

Monitoring and Review

Our governing body is responsible for monitoring the way the school curriculum is implemented. The combined committee reviews each subject area during the cycle of review and development.

The Headteacher, assisted by the Deputy Headteacher, is responsible for the day-to-day organisation of the curriculum. They monitor the delivery of the curriculum through a cycle of learning walks, book looks and pupil voice. The improvement cycle directly links to the objectives in the school development plan. Findings are recorded on the TOAPs and next steps are identified for subjects,

Subject leadership teams monitor the way 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.