

CURRICULUM POLICY (School)

Policy No: 10

To be Reviewed: Annually

Person Responsible for Review: Head Teacher

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 endorse the aspirations concerning curriculum that are set out in the DfES document *Excellence and Enjoyment 2003*, and we seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, to help them become independent learners and we believe in making learning fun.

Values

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.

Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

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 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 and communication technology (ICT);
- to enable children to be creative and to develop their own thinking;
- 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 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.

In planning, the school ensures that the curriculum gives all pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

Linguistic

This area is concerned with developing pupils' communication skills and increasing their command of language through listening, speaking (verbally or with visual, physical or technological support), reading and writing.

Mathematical

This area helps pupils to make calculations, to understand and appreciate relationships and patterns in number and space and to develop their capacity to think logically and express themselves clearly. Their knowledge and understanding of mathematics should be developed in a variety of ways, including practical activity, exploration and discussion. Also, the mathematical concepts are practised and reinforced in real life settings as seen in our weekly supermarket trips where the children have the opportunity to buy ingredients for their food technology lessons.

Scientific

This area is concerned with increasing pupils' knowledge and understanding of nature, materials and forces and with developing the skills associated with science as a process of enquiry: for example, observing, forming hypotheses, conducting experiments and recording their findings. Our children enjoy and learn from the cause and effect which they see in their science lessons. It is where they can apply their literacy and numeracy skills to the real world and be supported to notice change as well as to think about what might happen.

Technological

Technological skills can include information and communication technology (ICT); developing, planning and communicating ideas; working with tools, equipment, materials and components to produce good quality products; and evaluating processes and products. Within our school we are able

to use our state of the art IT equipment to enhance all aspects of the curriculum as well as to support access to language, learning and communication as required due to each child's special needs.

Human and Social

This area is concerned with people and with their environment, and how human action, now and in the past, has influenced events and conditions. In most schools, the subjects of history and geography make a strong contribution to this area. In our school our topic based PSHE alongside our knowledge and understanding of the world addresses the human and social aspects of the curriculum. Our half-termly topics which underpin teaching and learning provide opportunities to enhance our children's understanding of the world around them.

Physical

This area aims to develop the pupils; physical control and co-ordination as well as their tactical skills and imaginative responses, and to help them to evaluate and improve their performance. The physical abilities and needs of each pupil are carefully managed to support their sensory as well as physical progress. Pupils should also acquire knowledge and understanding of the basic principles of fitness and health.

Aesthetic and creative

This area is concerned with the processes of making, composing and inventing. There are aesthetic and creating aspects of all subjects, but some make a particularly strong contribution, including art, music, dance, drama and the study of literature, because they call for personal, imaginative, and often practical, responses. Our multi-sensory approach to teaching and learning combined with our use of tactile materials to support the entire curriculum ensures that our children are fully immersed in all aspects of the aesthetic and creative.

Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each year group. 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 each topic. At Key Stages 1 and 2 we have adopted the National Literacy and Numeracy Strategies for our school and we take our medium-term planning directly from the guidance documents. We also use the national schemes of work for much of 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 lesson and to identify what resources and activities we are going to use.

The curriculum and inclusion

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

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.

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

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 children with a disability 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 reception class takes into account the revised Framework for the Early Years Foundation Stage 2012, the Childcare Act 2006 and the safeguarding and welfare requirements within this. Our curriculum is planned with regard to the Principles of the Early Years Foundation Stage, which are a Unique Child, Positive Relationships, Enabling Environments and Learning and Development.

There are seven areas of Learning within the Early Years Foundation Stage. The Prime areas are Physical Development, Personal, Social and Emotional Development and Communication and Language. The Specific areas are Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Characteristics of effective learning are Playing and Exploring, Active Learning and Creating and Thinking Critically.

Each term in the reception class the teacher will assess the skills development of each child against the Early Learning Goals, as set out in these documents, and record progress in the individual Learning Journals and in the EYFS profile. This assessment forms an important part of the future curriculum planning for each child.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning, whether this was at Meadowpark Nursery or another pre-school provider. We endeavour to build positive links with the various nurseries and other pre-school providers in the area through regular cluster meetings. We strive to maintain positive partnerships with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing through regular formal and informal parent-teacher consultations.

Key skills

In our curriculum planning we emphasise 'key skills' as follows:

- communication;
- application of number;
- information technology;
- working with others;
- improving one's own learning and performance;
- problem-solving

Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

The Foundation Stage, which in our school covers the development of children up to the age of five years, is based on four main principles namely:

- A Unique Child
- Positive Relationships
- Enabling Environments
- Learning and Development

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

- Personal, Social and Emotional Development
- Communication and Language
- Literacy
- Mathematics
- Understanding the World
- Physical Development
- Expressive Arts

The Foundation Stage also covers the fundamental British Values of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

We believe learning is holistic and none of the mentioned areas of learning can be delivered in isolation from the others. All areas are delivered through a balance of adult-led and child-initiated activities. One experience may provide children with opportunities to develop a range of competencies, skills and concepts across several areas of learning. Each area of learning works towards a number of relevant Early Learning Goals, which most children are expected to achieve by the end of the Foundation Stage.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. Individual records are kept for each child and Learning Journals are available to parents for viewing on an on-going basis.

Spiritual, Moral, Social and Cultural Development (SMSC)

In our school we plan and provide effectively in order to develop pupils' spiritual, moral, social and cultural awareness. Pupils of all faiths and belief systems are encouraged to strive for academic excellence and a spirit of open and shared enquiry, whilst developing their individual potential and qualities of character so they can make a positive contribution to the world. SMSC is integral to all aspects of our curriculum. Pupils are led towards distinguishing right from wrong, to respect the law and towards acting consistently with their beliefs and with a view to the consequences of their own and others' actions. In addition our school:

- Leads pupils towards becoming confident and positive contributors to their community and effective users of its services and facilities according to their maturity;
- Enables pupils to gain insights into the origins and practices of their own cultures and into those of the wider community;

- Takes steps to ensure that the pupils appreciate racial and cultural diversity and avoid and resist racism, and
- ensure that pupils are able to understand and respond to risk, for example risks associated with extremism, new technology, substance misuse, knives and gangs, personal relationships and personal safety.
- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute to community life;
- provide pupils with a broad general knowledge of public institutions and services in England; and
- assist pupils to acquire an appreciation of and respect for their own and other cultures in a way that promotes tolerance and harmony between different cultural traditions.
- encourage pupils to respect the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- precludes the promotion of partisan political views in the teaching of any subject in the school;

We also take such steps as are reasonably practicable to ensure that political issues are brought to attention of pupils in a balanced presentation of opposing views.

Personal, Social, Health, Education (PSHE) and Citizenship

Meadowpark School is committed to providing a comprehensive programme of PSHE for all its pupils, which is appropriate to their age and needs. The form this takes ranges from the way we treat each other to planning food technology lessons based on individual's cultural heritage. We have a cross-curricular approach to PSHE, and its associated objectives may be addressed in RE, Circle Time, Drama, Assemblies or other curriculum areas. Our structured play sessions are specifically tailored to the needs of the group, from working with a child coping with parallel play to facilitating turn taking and initiation. We 'help pupils achieve more' by ensuring that all pupils are given the opportunity to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being. We

- develop an ethos and environment which encourages a healthy lifestyle for pupils;
- use the full capacity and flexibility of the curriculum to help pupils to achieve safe and healthy lifestyles;
- ensure that food and drink available across the school day, reinforces the healthy lifestyle message;
- provide high quality Physical Education and sport to promote physical activity;
- promote an understanding of the full range of issues and behaviours which impact upon a lifelong health and well-being.

We aim for our pupils to understand and appreciate the range of different cultures and faiths in modern democratic Britain. We use our schemes of work and other plans which enable pupils to develop an understanding of public services and institutions and to take their place in modern democratic British society. We provide a range of quality opportunities for pupils to take on responsibility in school and make a positive contribution to the school, local and wider communities.

Pupils with Special Educational Needs and Disabilities (SEND)

Our curriculum is designed to provide access and opportunity for all pupils in Meadowpark School. We comply with the Special Education Needs Code of Practice (2001). If we think it necessary to adapt the curriculum to meet the needs of individual pupils, then we do so only after parents have been consulted. If a child has a special need, our school complies with all legislative and best practice requirements to meet these individual needs. If a child displays signs of having special needs, the teacher makes an assessment of this need and in most instances is able to provide resources and educational opportunities which meets the child's needs within the teaching group. If a child's need is

more severe, consideration is given to involving appropriate external agencies. We always provide additional resources and support for pupils with learning difficulties and/or disabilities. This includes providing an individual learning programme (IEP) which is reviewed on a regular basis. The provision in this respect is coordinated by the SENCO.

The school provides an Individual Educational Plan (IEP) for each of the pupils who are on the special needs 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 for improvement, so that we can review and monitor the progress of each child at regular intervals. Where a pupil has a statement, the SENCO liaises with the child's teachers to ensure that the education the pupil receives fulfils the requirements of the Statement along with enabling the pupil to participate fully in the annual review for the Local Authority. Should a pupil be in receipt of a statement of special educational needs, we will endeavour to give them an education which meets their needs as specified by their statement. We ensure that our admissions, discipline and other procedures take account of pupil's additional needs. It is likely that some pupils in possession of a statement cannot be accommodated at Meadowpark School due to their needs being beyond the resources available, requiring greater readjustment than is possible. Where possible, this will form part of discussions during the admissions process.

English as an Additional Language (EAL)

We are committed to providing pupils with the necessary support and teaching who require English as an additional language. Where this is required an appropriate programme will be implemented.

Sex and relationships education

Meadowpark has regard for the government's guidance in *Sex and Relationship Education Guidance (0116/2000)*. In accordance with the law the biological aspects of human reproduction remain compulsory for all pupils, but parents may withdraw their pupils from any other part of the sex education provided without giving reasons.

Political education

The promotion of partisan political views in the teaching of any subject in St. Piran's School is forbidden by law. Political issues are introduced through current affairs, and are presented in a balanced manner.

PE and Swimming

All pupils are expected to take part in the school's Physical Education programme. Pupils can only be excused from PE and Swimming lessons for medical reasons, for which a note from a parent will suffice, or other reasons agreed with the school.

Extra-curricular activities

Meadowpark School has an extensive programme of activities that take place outside the formal curriculum.

Learning outside the classroom - educational visits/off-site activities

Integral to our curriculum is a wide range of educational experiences that extend beyond the classroom door. Meadowpark School curriculum offers a series of educational journeys that deepen the pupils' understanding of the world around them. Trips extend pupils' knowledge of past and present. In Key Stage Two, pupils will have the opportunity to go on residential trips. Our experience is that pupils forge strong bonds of friendship during the trips, and their respect for one another grows as a result of sharing the experiences.

Inclusion and homework

We recognise the importance and value of homework as an extension and consolidation of classwork. We have a separate Homework Policy and parents receive a homework timetable. Homework assignments can be varied in line with the competency of the pupil. However, scope for this is limited by the nature of the courses in which outcomes are similar for all members of a class.

Transition Support

We carefully manage the transition of our pupils throughout the school. We also provide advice to pupils and their parents about the transition process. Our staff spend time towards the end of the current academic year working with their new prospective class for the year ahead. This allows pupils to familiarise themselves with their new teacher in readiness for the next year. We ensure that transitions for children with SEND are fully prepared at each stage both internally and externally.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Head Teacher (who is also the Proprietor) relating to the efficiency with which the related duties have been discharged, by no later than one year from the date shown above, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed Headteacher Date

Date of Review

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