

Curriculum Policy



Status	Date
Date issued	September 2017
Prepared by	Lisa Clarke
Review date	September 2019
Date adopted by Governing Body	

Making an Impact on Lifelong Learning

Mandale Mill Primary School **Curriculum Policy**

Overview

The curriculum is all the planned activities and experiences, which we organise in order to promote learning, personal growth and development. Our curriculum not only includes the formal requirements of the National Curriculum, but also incorporates opportunities to teach and reinforce our core values. We ensure that all children have a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account. We aim to teach our pupils 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 full potential.

Values

Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our school curriculum is underpinned by our principle value of providing a range of high quality educational experiences that are focused on continued improvement in whole school standards and the development of independent and responsible learners who know how best they learn and how best to improve. Our curriculum is designed to support our core value of fostering a love of lifelong learning.

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 facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community;
- To encourage a positive attitude towards learning, where children can enjoy coming to school and are motivated and engaged, which will provide a solid basis for lifelong learning;
- To create and maintain an exciting and stimulating learning environment where all pupils are encouraged to face challenges in their learning;
- To develop pupils' resilience in a happy and safe learning environment;
- To provide appropriate challenge for all children;
- To ensure that each child's education has continuity and progression;
- To enable children to contribute positively within a culturally diverse society;
- To help children understand Britain's cultural heritage;
- To enable all children to have respect for themselves and others and work cooperatively with others;
- To encourage parental involvement, as we recognise and value the crucial role which parents play in their child's education;
- To deliver a curriculum that encourages respect for the environment and society.

At Mandale Mill Primary School, we aim to develop pupils who are successful, confident and responsible. As a result of the curriculum offered at Mandale Mill Primary School, the children will, at a level appropriate to their age and ability, be able to be:

Successful – by acquiring skills to be:

- Creative thinkers;
- Problem solvers;
- Able to learn by their mistakes;

- Inquisitive questioners;
- Good collaborators;
- Secure in their knowledge from the world and how it is shaped;
- Motivated to learn.

Confident – by having a secure:

- Sense of identity;
- Good relationships with all members of their community;
- Emotional awareness;
- Knowledge of right and wrong;
- Understanding of organisational skills;
- Awareness of a healthy lifestyle;
- Understanding of risk awareness;
- Understanding of how to develop their strengths, talents and ambitions;
- Confidence and willingness to try new things.

Responsible – by developing their ability to be:

- Well prepared for life and work;
- Enterprising;
- Able to respect others and understand their own and others' cultures and traditions;
- Able to understand what it means to be British and appreciate and be tolerant towards diversity;
- Able to challenge injustice;
- Recognising how to sustain and improve the environment;
- Able to try to change things for the better.

Organisation and Planning

We plan our curriculum ensuring we meet the requirements of the National Curriculum and the Early Years Curriculum. Our curriculum is designed to ensure that children develop the skills they need to become confident, self-motivated learners, who can engage with and solve challenges innovatively. We use the Cornerstones curriculum to provide termly topic foci for every year group in the form of Imaginative Learning Projects. This enables learning to be coherent and meaningful, with clear links to National Curriculum objectives. We plan the curriculum carefully, so that there is coherence and full progression in its coverage. We review the curriculum and our long-term plan on an annual basis to ensure it is relevant for all learners. Our medium term plans give clear guidance as to the objectives and skills that we are developing within each topic. Short term planning is completed weekly on an agreed format for English, Maths and Foundation Subjects. Weekly planning clearly shows objectives, skills taught, activities, differentiation and resources.

SEND Provision

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 significantly adapt the curriculum to meet the needs of individual children, then we do so in consultation with parents and external agencies. At every stage of planning, there are opportunities for personalisation of the curriculum to ensure every child's needs are met.

If a child has a special need, our school does all it can to meet these individual needs. In most instances, the teacher is able to provide resources and educational opportunities to meet the child's needs within the main class organisation. Children's special educational needs may be met by the use of intervention groups or one-to-one support from Teaching Assistants and teachers.

Refer to SEND Policy.

Early Years

The curriculum that we teach in nursery and reception meets the requirements set out in the Early Years Foundation Stage. Our curriculum planning focuses on the Development Matters criteria and on developing children's skills and experiences, as set out in this document.

Refer to Early Years Policy.

Assessment

Within the core areas of reading, writing and maths, children are assessed against age appropriate objectives. Within foundation subjects, children are assessed against year group expected objectives which are linked to National Curriculum requirements. They will be reported as working below expected standard, working at expected standard or exceeding the expected standard for their year group.

Within Early Years, children will be assessed against Development Matters and the Early Learning Goals.

The Role of the Curriculum Leader

The role of the curriculum leader is to:

- Provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum.
- Support and offer advice to colleagues (as Subject Leaders) on issues related to their subject.
- Monitor pupil progress.
- Provide efficient resource management.

The Role of the Subject Leader

Within the school's organisation, each class teacher takes on the responsibility for leading on a subject area. It is the role of subject leader to:

- Keep up to date with developments in their key area of learning at both national and local levels.
- Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
- Monitor how their subjects are taught through monitoring the medium and short term planning ensuring that appropriate teaching strategies are used.
- Lead sustainable improvement through supporting colleagues and others.
- Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
- Evaluate teaching and learning and assessment within their subjects.
- Audit, order and manage resources to enhance learning experiences for the pupils.

Refer to Subject Leader Policy

The Role of the Governing Body

Our governing body is responsible for monitoring the way the school curriculum is implemented. Governors review each subject area according to the policy review timetable and meet regularly with subject leaders.

The Headteacher/Curriculum Leader is responsible for the day-to-day organisation of the curriculum. The Headteacher and senior staff monitor the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Subject leaders monitor the way their subject is taught throughout the school. They monitor 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.



Article 12 – Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13 – Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.

Article 17 – Every child has the right to reliable information from a variety of sources.

Article 28 - Every child has the right to an education.

Article 29 – Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 31 – Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.