



John Wycliffe Primary School Curriculum Policy



Reviewed by: Senior Leadership Team

Date Agreed: Spring 2018

Term to be reviewed: Spring 2020

Introduction

The curriculum is the totality of pupils' learning experiences. At John Wycliffe Primary School, we believe that our curriculum should be broad, balanced and relevant and meet the needs of all children, whatever their ability. The taught curriculum is comprised of the National Curriculum and the wider curriculum. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning. The curriculum meets statutory requirements.

Aims

The aims of the curriculum are to:

- promote high standards in reading, writing and maths;
- allow children to develop a knowledge of themselves in time and space;
- enable children to acquire knowledge and skills in science;
- enable children to be confident in the use of ICT;
- promote spiritual development;
- promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- enable children to be aware of the importance of and participate in the arts and related cultural themes;
- enable pupils to develop moral sensibility through carefully taught values
- develop the personal and social skills of each child;
- provide equality of access and the opportunity for all pupils to make progress; and,
- prepare pupils for the opportunities, responsibilities and experience of adult life.

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning, and a commitment to learning and achieving. Through the provision of rich and varied activities, we aim to:

- encourage the best possible progress and the highest attainment for all pupils;
- enable pupils to make connections across different areas of learning;
- help pupils to think creatively and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

The Organisation of the Curriculum

The curriculum is taught through the teaching of English, Maths, P.E., Computing, Science and R.E. along with a creative curriculum that embraces all other subject areas such as Spiritual, Moral, Social and Cultural values.

- A Key Stage map indicates the broad objectives and the links between subjects;
- These are recorded as MEDIUM TERM PLANS and contain the detail of the work to be covered with a progression of learning objectives; what the pupil outcomes will be and the differentiation.
- The children are taught with their year groups or mixed phases with some children receiving small group support within the classroom;
- Setting takes place for maths when appropriate. This enables the teaching to focus on a particular age range or level of ability;
- Units of work are planned using the framework of the National Curriculum. P.E, P.S.H.E and RE follow relevant schemes of work.

Children with Special Needs, including those working at Greater Depth

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEN policy. We provide additional resources and adapt teaching to support children with special needs.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice (2014) in providing for children with special needs. If staff, parents or carers raise a concern about a child, his/her teacher will make an assessment under advice from the SENCo. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Support staff or specialist teachers may be used to assist the child.

If a child is working at Greater Depth, they will be given open-ended questions and tasks that encourage them to follow lines of thought independently.

The Foundation Stage

The curriculum that we teach in the Early Years class meets the requirements set out in the Early Years Foundation Stage Curriculum. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Early Years class builds on the experiences of the children in their pre-school learning. We build positive partnerships through visits by the Foundation Stage teacher to feeder nurseries and through other professional liaison. During the Foundation Stage, the teacher makes continual observations to record the children's progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and carers and the Governing Body.

We are well aware that all children need the support of parents and carers and teachers to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child's progress through the Learning Journey. The Foundation Stage tracks pupil progress from the outset using our own baseline tracker.

Roles and Responsibilities

- The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff;
- The Headteacher co-ordinates the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage;
- The subject leaders are responsible for the medium term plans and liaising with class teachers over the content and delivery of the units of work. They evaluate and monitor standards in their subject;
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity, continuity and consistency across the year group;
- The Headteacher and Deputy Headteacher ensure that the progress of each pupil is tracked and that there is appropriate challenge support and intervention;
- The Governors monitor the success of the curriculum at committee level and at whole Local Governing Body meetings through the Headteacher's report. Governors also attend monitoring afternoons at the school to see learning in action, as well as meet with subject leaders to discuss subject leadership, subject development and the impact on standards in the school.