

# Darley Primary School: Policy for the Curriculum

Policy completed: January 2009

Co-ordinator responsible: Nick Coates

Date of next review: January 2016, January 2017

## How this Policy was Developed

This policy was developed from consultation with staff, governors, parents and various external bodies.

It takes full account of the school's legal obligations, noted in DFE and other materials.

## School Context

Darley Primary School has around 50 pupils on roll. It is situated in the picturesque Nidderdale village of Darley and serves a wide and diverse community. The school population is made up of British, American and a small minority of ethnic children. Many of our children's parents work on the nearby RAF base at Menwith Hill and are often here on a three year tour of duty. This however can change due to global military need and as a result many of our children are highly mobile. The proportion of pupils with statements of their special needs is above average, though the proportion with identified special needs is average. Most of these have social, emotional or behavioural problems or specific learning difficulties and there are a few with moderate learning difficulties or speech and communication or physical problems.

## Introduction

The curriculum is all the planned activities that we organise in order to promoting learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', i.e. what the children learn from the way they are treated and expected to behave. We aim to teach children 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 school curriculum is underpinned by the values in our mission statement.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all 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. We organise our curriculum so that we promote co-operation and understanding between 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 aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

## Aims and objectives

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 technology (IT);
- to enable children to be creative and to develop their own thinking;

- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand 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 be able to live and work co-operatively with others.

### **Organisation and planning**

We plan our curriculum in three phases. We agree a long-term plan for the 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 an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. As we have adopted the National Literacy and Numeracy Strategies for our school, we take our medium-term planning directly from the guidance documents. We 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.

At Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects than it does at Key Stage 1, and we teach these subjects separately. 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. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

### **Children with special needs**

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 adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

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 in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies when making this assessment. We aim to provide additional resources and support for children with special needs.

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 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.

### **Key skills**

The following skills have been deemed 'key skills' in the revised National Curriculum:

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

All subject areas contribute to a child's progress in these skills. Our school believes

that all children need to make good progress in these skill areas in order to develop to their full potential.

### **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 coverage of medium term plans in that subject area;
- provide efficient resource management for the subject.

The school gives 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. The subject leader also keeps a portfolio of children's work to give examples of expectations of attainment.

### **Monitoring and review**

Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its bi-annual cycle of review and development.

We have named governors for literacy, numeracy, ICT and Special Needs. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects.

The headteacher is responsible for the day to day organisation of the curriculum. The headteacher monitors the weekly lesson 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 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.

January 2012