



Parwich Primary School

Curriculum Policy

Review every two years

1 Introduction

- 1.1 At Parwich Primary School, our 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 embraces 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 and become life-long, independent learners.
- 1.2 We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. Our well-planned curriculum combined with high-quality teaching aims to foster creativity in our children and ensures that they are supported to be well-rounded, independent young people who have a genuine thirst for learning.

2 Values

- 2.1 At Parwich Primary School, 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.
- 2.2 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.
- 2.3 At Parwich Primary School, our values permeate all areas of school life.

3. Aims and Objectives

3.1 The aims of our school curriculum:

For our Children:

- To be **PREPARED** for a rapidly changing world;
- To have **ACTIVE** and healthy minds and bodies;
- To be **REFLECTIVE**, responsible and resourceful;
- To become **WHOLE**, rounded, self-confident, positive individuals, who believe in themselves and in their ability to achieve their full potential;
- To be **INSPIRED** by purposeful learning, to learn how to learn and to become lifelong learners;
- To be **CARING**, kind and respectful, to co-operate well and be good citizens;
- To feel **HAPPY** striving to achieve all-round high expectations - academic, spiritual, moral, social and cultural.

3.2 The aims above are achieved by our school community working hard:

For our School:

- To deliver outstanding teaching and learning opportunities, in order to **ACCELERATE** progress and achieve outstanding standards;
- To provide an exciting, broad and balanced curriculum that provides **CHALLENGE**, whilst promoting and sustaining a thirst for knowledge and a love of learning;
- To be a **HARDWORKING** community of staff, pupils, parents, carers, governors and friends;
- To be highly **INCLUSIVE**;
- To be a centre of **EXCELLENCE**;
- To promote the British **VALUES** of democracy, the rule of law, individual liberty and mutual respect and tolerance;
- To be **EFFECTIVE**, progressive and innovative in educating and nurturing every child;
- To provide a **SAFE**, happy learning environment for children to embrace learning.

4 Organisation and Planning

- 4.1 We agree a 3-year rolling programme for long-term planning for Key Stage 1 and a 4-year rolling programme for Key Stage 2. This indicates what topics are to be taught in each term, and to which groups of children.
- 4.2 Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. We base our medium-term planning on the objectives in the guidance documents.
- 4.3 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 session, and to identify what resources and activities we are going to use in the lesson.
- 4.4 In the Early Years Foundation Stage, and at Key Stage 1, we adopt a topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas.
- 4.5 We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage. Some pupils in Year 1, for example, continue to follow a Foundation Stage curriculum for part of their Year 1.

5 The Curriculum and Inclusion

- 5.1 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 or carers have been consulted.
- 5.2 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 Inclusion Funding, or a statement of special needs/Educational Health Care Plan (EHCP), and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.
- 5.3 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 termly intervals.
- 5.4 We are aware that at some time we may have children in our school that have disabilities. We are as 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 from 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are 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.

6 The Early Years Foundation Stage

- 6.1 The curriculum that we teach in the reception class meets the requirements set out in the Development Matters (2020), and the Statutory Framework for the Early Years Foundation Stage guidance published in September 2021. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.

- 6.2 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. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.
- 6.3 A baseline assessment will be completed at the start of the Reception year. Following this, each term the teacher will assess the skills development of each child, and record this on an assessment tracker developed by our school. This assessment forms an important part of the future curriculum planning for each child.
- 6.4 We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

7 **Key skills**

- 7.1 The following skills are deemed 'key skills':
- communication;
 - application of number;
 - working with others;
 - improving one's own learning and performance;
 - problem-solving.
- 7.2 In our curriculum planning, we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. 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.

8 **Subject Leaders**

- 8.1 The role of the subject leader requires a team approach; however, each subject is assigned a designated member of staff.
- 8.2 The role of the subject leader:
- To provide a strategic lead and direction for the subject;
 - To support and advise colleagues on issues related to the subject;
 - To monitor pupils' progress in that subject area;
 - To provide efficient resource management for the subject.
- 8.3 Whenever possible, the school gives subject leaders non-contact time, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which 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 the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned.

9 **Monitoring and review**

- 9.1 Our governing body's teaching and learning committee is responsible for monitoring the way in which the school curriculum is implemented.
- 9.2 There is a named governor assigned to special needs, who liaises with the SEND coordinator, and monitors the ways in which special needs are addressed.
- 9.3 The Headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher monitors planning for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

- 9.4 Subject leaders monitor the way in which 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.
- 9.5 This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

