



Long Lane Church of England Primary School

Curriculum Policy March 2017

Our Aims:

We believe that the curriculum is made up of all the planned experiences that children have within the school community. It includes out of school activities and interactions which take place during the school day.

The school curriculum is the means by which the school achieves its objective of teaching the children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. At Long Lane C of E Primary School, the curriculum includes the statutory elements of the 2014 National Curriculum, along with enrichment opportunities which are carefully planned and tailored for the pupils who attend our school.

Our curriculum is based on these values.

We value:

- The way in which all children are unique – our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- The spiritual and moral development of each person as well as their intellectual and physical growth.
- The importance of each person within our community. We promote co-operation and understanding between all members of our school and the wider community.
- The rights of each person. 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 children in our school.
- Our environment. 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.

The aims of our school curriculum are to:

- Enable all children to learn and develop their skills to the best of their ability, with the aspiration that they will meet the expectations for their age group (from the National Curriculum).
- Promote a positive attitude to learning, including independent learning behaviours which see pupils having the desire to seek information for themselves.
- Teach children the required skills of literacy, numeracy and information communication technology for their year group. These should be applied in a variety of contexts.
- Enable children to be creative and to develop their own thinking.
- Teach children about their developing world, including how their environment and society have changed over time.
- Help children understand Britain's cultural heritage and British values.
- Enable children to be positive citizens in society.
- Fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education, ensuring that the Christian ethos is embedded throughout.
- Teach children to have an awareness of their own spiritual development and to understand right from wrong.
- Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.

- Enable children to have respect for themselves and high self-esteem and to be able to live and work co-operatively with others.

Organising and Planning:

We plan our curriculum in three phases. We agree a long term plan, (the curriculum overview) for the key stage. This indicates what topics are to be taught in each term and to which groups of children. Due to our mixed teaching classes, long term plans follow cycles to ensure that pupils don't repeat topics while in a class.

With our medium term plans, we give clear guidance on the objectives and teaching strategies that are to be used when teaching each topic. Objectives are taken from the National Curriculum and differentiated appropriately so that levels of challenge are appropriate for all learners.

Our short term plans are those that teachers write on a weekly or daily basis and are based on the medium term plans and teachers' ongoing assessment to ensure progression is made.

To ensure that we meet the needs of all of our pupils and in order for the level of challenge to be appropriate, the pupils are specifically grouped for Maths and English teaching. This usually takes place during the morning sessions.

Children with Special Needs:

The curriculum at Long Lane C of E Primary School is an inclusive curriculum which is adapted to ensure all pupils, including those with SEND needs are able to access it and make progress through engaging within it.

If a child has a special need, Long Lane C of E Primary School does all it can to meet those individual needs. We comply with the requirements set out in the SEND code of practice in providing for children with special needs. If a teacher is concerned about a pupil or if the school are informed about a SEND need by parents, outside agencies or a previous setting, the teacher and SENCO (Mrs H. Shann) will work together to make an initial assessment of the pupil's needs. Together, the classroom teacher and the SENCO will put plans in place for how those needs are going to be met. Parents will be informed of the strategies to be used and, at times, outside agencies may support the school in planning how to meet particular needs. The strategies which are put in place are usually carried out within the normal organisation of classroom learning. However, pupils might be taken out of parts of some lessons to work on particular skills with a teaching assistant. If a pupil's need is more severe, the school may consider a care plan for the pupil. External agencies will be involved when making such assessments and parents/carers will be invited to attend meetings when putting such a plan into place.

The school writes an Individual Education Plan (IEP) for each of the pupils who are deemed to have an additional educational need. This sets out the nature of the special need and outlines how the school will attempt 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. Parents and carers are invited to IEP meetings when targets are set and reviewed.

Children who are more able are also given learning tasks appropriate to their ability. The school has a More Able Policy which explains clearly how provision for these pupils is made.

The Role of the Curriculum Coordinator:

The Role of the Curriculum Coordinator is to:

- Provide lead and direction for that subject
- Support and offer advice to colleagues on issues related to that subject
- Monitor pupil progress in that subject area

- Use attainment and progress data within their subject to identify strengths and weaknesses in the subject.
- To use identified strengths and weaknesses to create subject action plans, with specific time scales
- To evaluate progress towards meeting the outcomes of action plans and identifying future areas for development for ongoing improvement to be established
- Provide efficient resource management for the subject.

Each curriculum coordinator is responsible for reviewing the curriculum plans for their subject, for ensuring that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The curriculum coordinator is expected to monitor pupils' work, to identify progress and coverage.

Monitoring and Reviewing:

The Governing Body Teaching is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its annual cycle of review and development.

We have named governors for specific areas and governors liaise with the curriculum coordinators, monitoring closely the way the school teaches these subjects.

The Headteacher is responsible for the day to day organisation of the curriculum. She ensures that the planning of all teachers is monitored; all classes are taught to the full requirements of the National Curriculum and all lessons have appropriate learning objectives for progress to be made.

Curriculum Access and Inclusion:

The school strives to be an inclusive school, engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for the early identification of barriers to learning and participation.
- High expectations for all children
- Setting aspirational yet realistic targets

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Approved by Governors at meeting

Review date February 2018