



Curriculum Policy and Procedures

This policy was adopted on

Signed on behalf of Emmanuel Community School

Review date:



Emmanuel Community School

Curriculum Policy

(To be read in conjunction with the policies for individual curriculum areas and the policies for Early Years Foundation Stage, Gifted and Talented Children, Inclusion, Special Educational Needs and Teaching and Learning.)

1 Introduction

- 1.1 Our school's curriculum comprises all the planned activities that we organise in order to promote pupils' learning, and their personal and social development. It includes not only the formal requirements of the National Curriculum, but also the various out of school hours activities that the school organises in order to enrich the children's experience. It also includes what is sometimes referred to as the 'hidden curriculum' – what the children learn from the general climate and culture of our school, and the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their full potential.
- 1.2 We value the breadth and range of our curriculum. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

2 Aims and objectives

2.1 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 and numeracy;
- to enable children to be innovative, to use 'thinking' and problem solving skills, and to be independent learners;
- to develop children's skills of team work and the ability to work in collaboration with others;
- to enable children to understand and appreciate the arts, and give them opportunities to develop their own artistic and creative abilities;
- to teach children about the developing world, including how their environment and society have changed over time;
- to enable children to appreciate and understand the importance of scientific and technological discoveries and development;
- to give children an awareness of, and experience of, speaking and understanding other languages than English;
- to teach children ICT skills and to apply these skills across the curriculum to support their learning;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens, contributing to the society in which they live;

- 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 distinguish 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 live and work co-operatively with others.

3 Our Curriculum Values

3.1 Our school curriculum is underpinned by the **Christian** 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.

3.2 Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England. 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, co-operation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child's individuality, 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.

4 Organisation and planning

4.1 We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.

4.2 Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. We use the International Primary Curriculum for our medium-term planning in the foundation subjects. In the Early Years Foundation Stage (EYFS), planning follows the structure of the national Early Learning Goals, and addresses the three prime and four specific areas of learning.

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 intentions for each lesson, to plan the learning activities in which pupils will be engaged, to make clear how learning may need to

be differentiated for groups of different ability, to plan assessment opportunities and to identify what support and resources will be needed by the pupils.

- 4.4 We believe that pupils learn most effectively when they are able to understand connections between different areas of their experience. We want them to acquire transferable skills which can be applied in any area of knowledge or understanding. Children do not see their world in discrete compartmentalised boxes, but, rather, as a whole spectrum of experience. For this reason, wherever possible, we have a 'cross-curricular' approach to learning, planning topics or themes using the International Primary Curriculum, which will embrace a range of National Curriculum subjects, including the application of literacy and numeracy skills.
- 4.5 This approach is used across EYFS, Key Stage 1 and Key Stage 2. There are many times, however, when discrete, subject-related skills or knowledge cannot be easily addressed through such a cross-curricular approach, and separate subject-based lessons also feature in our planning. Curriculum coverage is regularly reviewed to ensure that, however the curriculum is planned and taught, pupils are receiving their entitlement to the full range of the National Curriculum or the EYFS curriculum.
- 4.6 We recognise that children learn at different rates and sometimes have learning needs which come from an earlier or later curriculum stage. Some pupils in Year 1, for example, continue to follow the EYFS curriculum into Year 1. Some pupils in Year 2 may need to access the Year 3 curriculum, in order to engage in learning to meet their ability. Similarly, some more able Year 6 pupils may already need to access aspects of the Key Stage 3 curriculum.

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 Our lessons aim to be fully educationally inclusive. We adapt the curriculum and teaching to meet the learning needs of pupils across the ability range. Teaching and learning is very often organised to meet the differing needs of at least three ability groups within the class. However, we also maximise the advantages of mixed ability teaching, when pupils learn more effectively by learning alongside others of different ability.
- 5.3 If children have special educational needs, our school does all it can to meet those individual needs, and we comply with the requirements set out in the national SEN Code of Practice. (See Special Educational Needs Policy) If a child displays signs of having special educational 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 and through carefully differentiated planning and teaching. Some pupils or groups of pupils may have additional support from trained teaching assistants, either within class, or, at times, in separate teaching groups. In accordance with the SEN Code of Practice, this is termed School Action.
- 5.4 If a child's need is more severe, we may involve the appropriate external support services in making an assessment of need and advising the school on teaching and

learning strategies. This is known as School Action Plus. In a very small number of cases, where, despite appropriate support, a pupil doesn't make adequate progress owing to a persistent, long term learning difficulty, the school may refer the pupil to the external professionals to be formally assessed for a Statement of SEN.

- 5.5 The school provides an Individual Educational Plan (IEP), where necessary, for each of the children who are on the special needs register. This is always the case for pupils with Statements or those at School Action Plus, and for some with more complex needs at School Action whose needs cannot be met by normal high quality inclusive teaching. The IEP 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 intervals.
- 5.6 Some children in our school may have disabilities. We are 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, the teaching materials may be adapted or special physical access arrangements may be made. (See Disability Access Policy.)
- 5.7 The school is also fully committed to meeting the needs of our most able and gifted and talented pupils. (See Gifted and Talented Children Policy) In most cases, the needs of our most able pupils can be fully met through well differentiated planning and teaching, tailored to the needs of the most able groups or individuals. However, we maintain a register of gifted and talented pupils and may, at times, make special additional provision to ensure that their skills and abilities are appropriately challenged.

6 The Early Years Foundation Stage (See also EYFS Policy)

- 6.1 The curriculum that we teach in the reception class meets the requirements set out in the EYFS curriculum. 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 EYFS 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 Each term in the reception class, the teacher will assess the skills development of each child, and record this in the EYFS Profile. This assessment forms an important part of the future curriculum planning for each child.

7 The role of the subject/curriculum leader

- 7.1 The role of the subject leader is to:
- provide a strategic lead and direction for the subject;

- oversee the taught curriculum for their subject area in order to ensure necessary coverage;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

7.2 The school gives subject leaders regular non-contact time, depending on the needs of the subject area, 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 into schemes of work. The subject leader may also keep a sample portfolio of children's work, which can be used to exemplify standards and expectations, and support assessment moderation.

8 Monitoring and review

- 8.1 Our governing body's Curriculum, Standards and ICT Committee is responsible for monitoring the way in which the school curriculum is implemented. This committee reviews each subject area during its cycle of review and development.
- 8.2 There are named governors assigned to specific curriculum areas. These governors liaise with the respective subject leaders, and monitor closely the way in which these subjects are taught. There is also a named governor assigned to monitor the school's provision for special educational needs, who liaises regularly with the special educational needs coordinator (SENCO).
- 8.3 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, and that all lessons have appropriate learning intentions, addressing the needs of all pupils.
- 8.4 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.
- 8.5 This policy is monitored by the governing body and will be reviewed every three years or sooner if necessary.