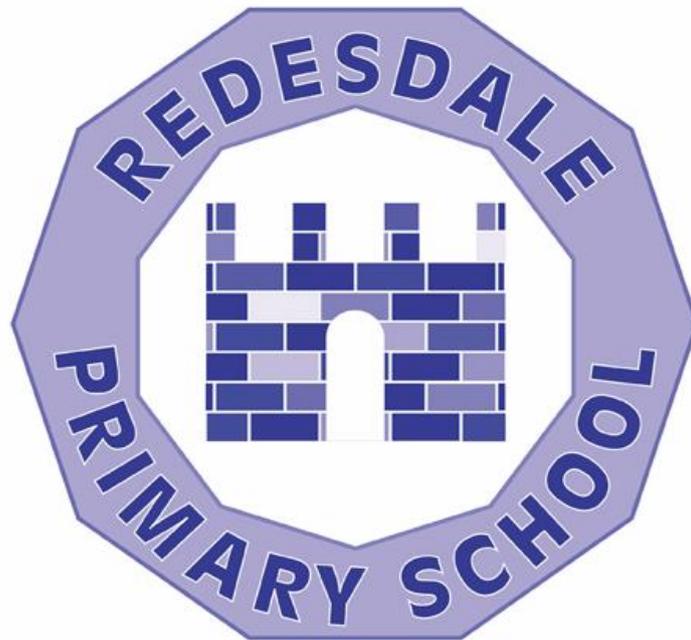


Redesdale Primary School

Curriculum Policy



Written by	Sarah Thompson
Ratified by Governors	Spring 2015
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Signed –Chair of Governors	
Signed - Headteacher	

CURRICULUM POLICY AT REDESDALE PRIMARY SCHOOL

The curriculum is all the planned activities that we organise in order to promote our star qualities of being: resilient, well-behaved, keen, organised and focused as well as 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', or 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 true potential.

Values

Our school curriculum at Redesdale Primary School is underpinned by the values that we hold dear. 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.

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.

Aims and objectives

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

The aims of our school curriculum at Redesdale Primary School are to enable children to:

- Feel safe and valued as part of a caring community that celebrates success
- Be independent thinkers/learners who are able to seek solutions creatively and cooperatively
- Develop an 'enquiring' mind and ask questions
- Be confident enough to take risks in their learning
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all

- Be able to listen and articulate responses showing consideration to others
- Be polite and courteous
- Be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning
- Understand and respect diversity
- Be aware of and recognise their own learning needs and be involved in planning future steps
- Develop a sense of self esteem: be well balanced and healthy individuals

Organisation and planning

At Redesdale School we plan our curriculum in three phases, long, medium and short term. We have agreed a long term plan for the Key Stage 1 & 2 Curriculum and we then produce topic webs which outline a topic area for each term.

We work closely in Phases to ensure progression and development in children's learning. We review our long-term plan on an annual basis.

Our long term curriculum map indicates which subjects are taught to which groups of children in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Staff in year groups, and as subject leaders, have pulled together areas of learning from different curriculum subjects which contain similar themes or links. This allows for a more creative and cross curricular approach to learning, and encourages children to apply skills in a variety of ways.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

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 session, and to identify what resources and activities we are going to use in the lesson.

Inclusion

Teachers set high expectations for every pupil. They plan stretching work for pupils whose attainment is significantly above the expected standard. They have an equal obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to set targets which are deliberately ambitious.

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 in consultation with the child's parents.

If a child has a special educational need or disability, our school does all it can to meet these individual needs (See our SEN Policy). Our provision complies with the requirements set out in the SEN Code of Practice. Where a concern arises suggesting that a child may have special educational needs, the school will provide resources and educational opportunities which meet these needs within the normal class organisation.

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 pupil progress 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, learning intentions are clear and that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

The subject leaders work to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational need and the gifted and talented.

Monitoring and review

Planning is monitored by the Leadership Team on a termly basis, to ensure that planning is current, and used as a working document. Book scrutinies are also carried out by subject leaders to ensure progression.

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.

Subject Leaders ensure that assessment is used to promote learning. They check that the medium term plans and lessons for each subject lead to a broad and balanced curriculum taking into account the needs of different learners. They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work. For more details about a particular subject, please refer to the specific subject policy.