



Curriculum Policy

Approved by the Performance and Standards Committee
Autumn term 2017

Introduction

We provide a broad, balanced curriculum to ensure children develop a love for learning, which will stay with them for a lifetime. Each child is encouraged to work to the best of their ability. Excellent standards of achievement are recognised and encouraged.

The school curriculum is guided by the New National curriculum which was implemented in September 2014.

Many of our foundation subjects are theme based with a strong focus on enquiry to encourage active learning through gathering knowledge, developing discussions and researching ideas. Children are involved in the planning and delivering of our exciting themes and shared learning days are planned throughout the school year. Assessment is measured against the programme of study for each year group.

English and mathematics are taught via the national curriculum with lots of opportunity to apply skills within the themes.

Science and computing are taught as discreet subjects.

RE is taught following the agreed syllabus for Warwickshire.

Nursery and Reception classes are taught using The Curriculum Guidance for the Foundation Stage.

We aim to foster creativity in our children, and to help them become independent learners.

Above all, we believe in making learning fun.

Values

At Welford School we believe that children need to feel safe and healthy in order to learn and develop positive attitudes and so we need to play our part in ensuring children are secure and confident.

Our school curriculum is underpinned by the values promoted at school and within our society. 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.

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual, moral, social and cultural development of each pupil, 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.

Our school is an uplifting place where all children are valued and cared for and during their time at the school we want them to:

- Achieve the highest possible standards
- Have confidence and enjoyment in learning
- Understand how to stay fit and healthy and participate in a wide range of sports
- Grow from mistakes, share and challenge the ideas of others and have their own ideas challenged
- Understand that effort is a vital part of success
- Demonstrate a positive attitude to learning
- Be motivated to continue to succeed
- Develop a 'have a go' attitude
- Appreciate the wider world, recognising what we have in common and valuing differences

Aims and objectives

We build on the children's natural curiosity, enthusiasm and their thirst for knowledge . We encourage active involvement from our children by inspiring them to generate questions that challenge and promote good thinking and dialogue. We use the new national curriculum to promote high standards.

We aim to develop in all of our children:

- A mathematical fluency and the application of mathematical skills
- A love of reading and a solid command of vocabulary, as well as the stamina to write at length accurately
- An understanding of the world and a sense of excitement for scientific enquiry curriculum
- An understanding of the developing world, including how their environment and society have changed over time;
- An appreciation of our British culture and to enable pupils to be positive citizens
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to teach children to have an awareness of their own 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 others and high self-esteem, and to live and work cooperatively with others.

Organisation and planning

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.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each term and plan the delivery of the programme of study for each year group.

Our short-term plans are those that our teachers plan on a weekly 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.

The curriculum and inclusion

The curriculum in our school is designed to be accessed by all children who attend the school. Support will be given to those children who may experience difficulties so as to achieve end of year expectations.

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 have been consulted.

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 an Educational Health Care Plan, and we involve the appropriate external agencies in making an assessment. We always 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 additional 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.

Some children in our school 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 statutory requirements. 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.

Children are taught how to keep themselves safe through The Taking Care programme and the safety and wellbeing of our children is central to our curriculum.

The Foundation Stage

From September 2012 a new framework for the Early Years Foundation Stage was introduced to all Early Years settings from Birth to Five years.

There are seven areas of learning and development that must shape educational programmes in early year's settings. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive. These three areas, the Prime areas, are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

Providers must also support children in four specific areas, through which the three Prime areas are strengthened and applied. The specific areas are:

- Literacy;
- Mathematics;
- Understanding the world
- Expressive arts and design.

(Taken from 'Statutory Framework for the Early Years Foundation Stage DfE 2012).

7. Key Stage One and Two

Children in years 1 and 2 follow the Key Stage 1 National Curriculum Guidelines

The children from Year 3 to 6 follow the Key Stage 2 National Curriculum Guidelines.

The school follows the national curriculum programme of study for English, Mathematics, Science, History, Geography, RE, PE, Music, Design and Technology, Art and Design and Modern Foreign Languages (KS2)

At the age of 7 years during their time in Year 2 the children will take the Key Stage 1 National Assessment Tests (SATs) in English, Grammar, Spelling and Punctuation and Mathematics. They will also be teacher assessed in Mathematics, English and Science. Results will be shared with parents at the end of Year 2.

At the age of 11 years, during their time in year six, children will take the National Assessments Tests (SATs) in

Reading,
Spelling, punctuation and grammar,
Mathematics.

They will be teacher assessed in Writing.

The Long Term Plan for individual Year groups is available on the school website. A parent information sheet is shared with parents every term and is also placed on the website.

The role of the subject co-ordinator

The role of the subject leader is to:

- provide a strategic direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor with SLT, pupils' progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject co-ordinators non-contact time each term, so that they can carry out their duties. It is the role of each subject co-ordinator 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. The subject co-ordinator also keeps a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

Monitoring and review

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

There is a named governor assigned to special needs, who liaises with the SEN coordinator, and monitors the ways in which special needs are addressed.

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 objectives.

This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.