

Abbey Park Primary Academy

Curriculum Policy

1 Introduction

- 1.1 Our school's 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 includes 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.
- 1.2 We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

2 Values

- 2.1 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 We adhere to the National Curriculum but underpin them with the main values of our school, upon which we have based our bespoke 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.

3 To motivate children to be creative, confident, independent learners, who are encouraged to be involved in their own learning.

- To promote the social, cultural, moral and spiritual understanding of our children, and to develop tolerance and respect for others.
- To help the children to appreciate the benefits of healthy living, and to be physically confident and competent.
- To learn from, care for and improve the environment, locally and globally.
- To celebrate the skills and achievements of the children, to develop self esteem and a pride in their attainment.

4 Organisation and planning

- 4.1 We plan our curriculum in three phases. We agree a long-term plan for each key stage and year group. This indicates what topics are to be taught in each year, and to which groups of children. We review this long-term plan on an annual basis. The link between units are the texts which have been carefully chosen to provide stimulus in English and a cross curricular link between key subjects.
- 4.2 Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic, and the order the topics are to be taught in for the year. These are based on the milestones in the new National Curriculum.
- 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 and success criteria are for each session, for all groups of children and to identify what resources and activities we are going to use in the lesson.
- 4.4 Throughout the school 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. We use Chris Quigley's 'Milestones' document for guidance.
- 4.5 The themes and topics may feature different subjects more predominately than others. This means that, for example, a child may concentrate in one term on a history topic, and then switch to a greater emphasis on geography in the next term. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects.
- 4.6 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 within Year 1 until Christmas.
- 4.7 We use certain key resources to aid planning: phonics is delivered using RWInc materials, and is taught in small groups; maths is taught with the aid of the Abacus maths scheme – integral to which is the online learning portal to which all children have access –and we use the Nelson comprehension texts weekly.
- 4.8 All teachers are expected to teach all areas of the curriculum but we do have specialist teachers in music, PE and performing arts.

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 in consultation with their parents or carers.

6 Early Years

- 6.1 The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. 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 Each term in the reception class, the teacher will assess the skills development of each child, and record this using an online assessment programme called 'fingertips'. 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 have been deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;
- computing
- working with others;
- improving one's own learning and performance;
- problem-solving.
- mastery

- 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. We have a challenge area in each class to aid the development of independence and mastery.

8 The role of the subject leader

- 8.1 The role of the subject leader is to:

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

- 8.2 The school gives subject leaders non-contact time each term, 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 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.

9 Monitoring and review

- 9.1 The Principal is responsible for the day-to-day organisation of the curriculum. The Principal 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.

- 9.2 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.

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

Signed: _____ Principal Date _____

Signed: _____ Chair of Governor Date _____

Date ratified at Full Governing Body: _____ Review Date: _____