

Church Walk C.E. Primary School

Curriculum Policy

Our Vision Statement

Our vision is to provide a secure, caring, learning community based upon Christian Values in which each child is encouraged to value others and fulfil their potential.

“Teach children how they should live and they will remember it all of their lives”

Proverbs 22

Church Walk C.E. Primary School is a Rights Respecting School.

Article 28.

Every child has the right to an education.

Primary education must be free.

Article 29

Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights as well as respect for their parents, their own and other cultures and the environment.

Article 31

Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Principles underpinning our school curriculum

- Our curriculum comprises all learning and other experiences that we provide for our children; learning and teaching is both explicit and implicit in every part of our community.
- Our curriculum aims are for all children to develop socially, physically, emotionally, spiritually and morally. Education through partnership, at home and at school, is the route to that development.
- We believe a broad, balanced and holistic curriculum that allows all children to become secure and lifelong learners is the best way to ensure quality and high standards. Children who can recognise their own strengths and are

beginning to be aware of themselves as learners is key to achieving the best standards for everyone.

- Learning must be focused on individual children's needs and abilities. We plan for children's needs based on our knowledge and understanding of their development, and continue to develop as learners ourselves.
- We aim through the curriculum (implicit and explicit) to develop all aspects of children's lives. We want to support children in being healthy, emotionally as well as physically, being safe, achieving good standards and enjoying their time at school.

Organisation

We strive to achieve excellence in all areas of the curriculum. We link the National Curriculum subjects and RE through topics wherever possible, increasing children's motivation and enjoyment of learning by making it relevant and meaningful for them. Where appropriate we teach subject areas discreetly and capitalise on the specialist skills and talents of staff. Our thematic approach is also rooted in a skills based curriculum; ensuring children acquire the necessary skills to continue to learn.

In the Early Years, we are committed to providing a play based approach and build upon the prior learning that children gain from pre- school settings.

Key Stages One and Two, follow topic led approaches

We plan our curriculum in three phases.

- We agree a long-term plan for each year group and key stage. This indicates which topics are taught in each term. As we have moved to mixed age classes, it is important to plan a two yearly cycle so that children do not repeat the same topics. It is also important to note that the curriculum is adapting with the needs of the children and the school. We have developed a two year cycle which will be evaluated at the end of each year.
- With our medium-term plans, we give guidance on the learning objectives when teaching each unit of work .
- Our short-term plans are those that our teachers write on a weekly basis and provide the detailed teaching strategies for teaching the objectives.

Early Years Foundation Stage

The curriculum that we teach in the Reception class meets the requirements set out in the revised Early Years Foundation Stage Curriculum. Our curriculum planning focuses on the seven areas of learning: personal, social and emotional development, communication and language, literacy; mathematical development, understanding the world; physical development and expressive arts and design.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Foundation stage builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with Church Walk Pre-School Nursery and other early years providers in the area. During the children's first term in school, their teacher begins to assess each child. This assessment forms an important part of the future curriculum planning for each child.

In **Key Stage One** we adopt a topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum, and there is planned progression in all curriculum areas.

At **Key Stage Two**, the curriculum is integrated as much as possible. A child may concentrate in one term on a history unit of work, then switch to a greater emphasis on geography in the next term. Science units are taught every half term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

Our curriculum promotes independent learning, transferable life skills and global citizenship, enabling children to grow into successful, informed and responsible citizens. Children are partners in their learning and have many opportunities to influence their learning and environment, for example through School Council and Sports Leaders. Church Walk has strong ties with Ulverston Parish Church, which supports the school in developing the moral and spiritual growth of all children from a variety of backgrounds. Links with other schools and the wider community enable children to learn from others and develop their understanding and appreciation of the wider world.

Learning outside the classroom and care for the environment are highly valued. Children are involved in growing food and learning from our grounds and local area. Visits complement and enrich the curriculum, providing memorable learning through first hand experiences. Special events such as multi-activity days, community events and curriculum weeks enable children to develop their knowledge and skills through working with professionals, volunteers and other specialists.

We recognise the crucial part parents play in their children's education and strive to maintain good parent partnerships. Parents are welcomed in to school; they make a significant contribution to school life and their views inform our school development planning. We aim to keep parents well informed about the curriculum, homework, teaching and learning methods and their children's progress.

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.

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, ensuring that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Monitoring and Review

Our governing body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented.

We have named governors for all curriculum areas. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects.

The Head teacher is responsible for the day to day organisation of the curriculum. The Head teacher monitors the curriculum through planning, classroom observation and liaising with the subject leaders.

It is the responsibility of subject leaders to 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 have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

Teachers, individually and collectively have to re-appraise our curriculum provision in response to the changing needs of our children, of society and the nature of school itself. The curriculum should not be static but should be responsive and together we should continue to evaluate what needs to be changed.

This will be done via:

- Individual planning
- Subject leader evaluation
- Curriculum mapping
- Involvement with networks of schools
- Introduction and consolidation of initiatives as necessary (e.g. Kidsafe, RRSA)
- Curriculum governor involvement