



**Neatishead and Salhouse Federation**

# **Curriculum Policy**

<b>To be reviewed annually</b>	<b>Neatishead &amp; Salhouse Federation Primary Schools</b>
<b>Last reviewed</b>	<b>Feb 2018</b>
<b>Due for review</b>	<b>Feb 2019</b>

At Neatishead and Salhouse Federation, the curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception classes and in Fledglings.

## **Introduction**

We believe that a well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic people who have a love for learning. We aim for our children to develop a strong sense of moral purpose in addition to a respect for and understanding of people who have different characteristics to themselves, whether that be age, disability, gender, race or sexuality. We place a strong emphasis on the development of the basic skills necessary to be confident, articulate and independent learners. All children take part in a daily English and Maths lesson. All children are supported to apply their English and Mathematics' skills across the curriculum. Planning for the majority of subjects, except RE and PE, is based around whole school shared topics in Salhouse and Key Stage shared topics in Neatishead.

The curriculum is all the planned activities that we as a school organise in order to promote learning, 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 experiences of our 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, whilst developing knowledge, skills and positive attitudes to learning, in order that they achieve their true potential.

We are committed to nurturing young: writers, performers, readers, speakers, mathematicians, scientists, historians, geographers, artists, designers, musicians, sports persons, language specialists and computer users.

We seek to our deliver a curriculum which will help shape successful and fulfilling futures.

## **Values**

Our Christian core values of respect, responsibility, perseverance, courage, compassion and trust are embedded in all we do.

We seek to share and enjoy our learning making it as much fun and as relevant as possible providing a joined up learning experience for children through an aspiring curriculum which takes account of children's interests.

Every child is valued as an individual; we aim to nurture enthusiastic, independent, resilient and confident children who will develop life-long learning skills.

We support the emotional, physical and cognitive development of every child in a nurturing environment adopting the THRIVE approach and encouraging them to be creative, unique, open-minded, respectful of themselves and of others in our school, our local community and the wider world.

We take our responsibility to prepare children for life in modern Britain seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

## **Aims**

We aim to offer a balanced curriculum which enables all pupils to:

- Have and share a love of learning
- Feel safe and happy and part of a community
- Become independent learners able to: decide how best to learn in different situations, decide what they are going to learn and how, decide upon the final outcome of their learning and set/agree own targets for learning
- Be given significant time to learn new skills and have time to practise those skills
- Become successful lifelong learners who are able to reach their full potential
- Be able to evaluate and assess their own learning
- Develop their problem solving abilities and challenge themselves
- Understand and respect the importance of Christian core values and British values
- Nurture positive relationships promoting working collaboratively with one another
- Explore their spiritual, moral, cultural, mental and physical development.
- Learn, practise and apply the basic skills of English, Mathematics and Computing
- Makes learning current and relevant
- Be outward looking
- Recognise the importance of effort and celebrate progress and attainment
- Build happy memories

## **Organisation and Planning**

Our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception. 2014 National Curriculum for Key Stages 1 & 2 Early Years 2012 Framework in Reception.

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (For more details please refer to the separate subject policies).

Long and mid term curriculum plans are planned by the teaching team. Plans are:

- Enquiry-based to promote curiosity
- Outcomes driven to raise standards
- Embedding the application of basic skills to support independent learning skills
- Allowing writing to be meaningfully embedded
- Allowing for flexibility to develop pupil interests
- Cross-curricular
- Underpinned by latest thinking about learning and development
- Age and stage appropriate

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers, as a team, write medium term plans to achieve balance and coverage over a term. The more detailed weekly/daily short term planning will focus on the teaching process. Planning focuses on learning expectations, showing differentiation, classroom assistant direction, vocabulary development and resources required. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups. Short term plans outline the individual lessons and adaptations made for individual classes and children along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process

Curriculum coverage is mapped against long term plans to ensure there are no gaps in our curriculum.

### **Risk Assessment**

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations.

### **Inclusion and Differentiation**

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum.

Regular formative assessments identify children/groups of children for differentiated activities.

Our curriculum is inclusive and promotes a growth mind set in all our children.

Extra support and interventions are provided for children as necessary and in line with our SEND policy.

### **Assessment for Learning**

Each subject policy outlines the strategies used for formative and summative assessment within that subject.

## **Progression**

Each subject policy outlines the strategies used to evidence progression.

## **Curriculum Communication to Parents**

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents three times a year either in the form of a written report or a parent consultations/structured conversations where parents' make an appointment to meet with their children's teachers and discuss their progress.
- School website and year group pages inform parents what has been happening in the wider curriculum.
- Class Pages inform parents specifically about a class within school on the day to day lessons and learning of this specific group of children.
- Children's achievements are celebrated in assemblies to which parents are invited
- The schools Facebook feed informs parents instantly of whole school or enhanced activities which are taking place.
- Teachers are available at the start and end of each day for any necessary communications.
- Teachers regularly use email to communicate with parents and the school office is another port of call.
- The school has an open door policy

## **Home learning Activities**

Parent plans are shared with parents regularly and explain the home learning activities which should be completed to support each child's learning. Please refer to Homework Policy.

## **Enhanced Provision**

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events etc). In addition we seek to enhance our pupils' learning through developing positive two-way relationships with our local community.

## **Resources**

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to the headteacher and budgets spent with these in mind to ensure a high quality delivery of our curriculum. Our governing board is responsible for monitoring the way the school curriculum is implemented. It reviews curriculum development. The governors liaise with the headteacher and class teachers to monitor the way the school teaches these subjects.

## **Associated Policies**

- Marking and Assessment Policy
- SEND Policy

Separate subject policies:

- English
- Maths/calculations
- Science
- PE
- Music
- Humanities
- RE
- Computing
- SMSC and SRE
- MFL (French)
- Art Design Technology
- E-Safety
- Collective Worship