

CHERRY ORCHARD PRIMARY SCHOOL **CURRICULUM POLICY**

Date of Policy:	May 2018
Member of Staff Responsible:	Alison Taylor (Head teacher)
Review Date:	May 2020
Consultation:	This policy was developed with staff following local and national curriculum guidance.

To be read in conjunction with the Teaching and Learning Policy, Assessment Policy, SEND Policy, Equality Policy and SMSC Policy.

Ethos Statement

It is the aim of the Governing Body of Cherry Orchard Primary School to support the implementation of policies and procedures that support the vision of:

“We care, we learn, we succeed.”

Policy Statement

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (key stage 1 and 2 ready and secondary ready), and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

Values

Our school curriculum is underpinned by a ‘Success for All’ approach. 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.

Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our 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 meet the needs of all our children, and 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.

Aims

- to provide pupils with meaningful and relevant learning opportunities which are suitable for the pupils attending our school and lead to outstanding levels of pupil achievement.
- to enable all children to learn, and develop their skills, to the best of their ability.
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- to teach children the basic skills of literacy, numeracy and ICT.
- to enable children to be creative and to develop their own thinking.
- to teach children about the developing world, including how their environment and society have changed over time.
- to ensure the curriculum is culturally inclusive and help children understand Britain's cultural heritage (see Appendix).
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to teach children about the United Nations Convention for the Rights of the Child (UNCRC) and enable children to be global citizens and develop a sense of social justice.
- to fulfil all the requirements of the National Curriculum, the Early Years Foundation Stage Curriculum and the Locally Agreed Syllabus for Religious Education.
- to teach children to have an awareness of their own spiritual 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 high self-esteem, and to live and work cooperatively with others.
- That all pupils from the earliest opportunity, are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience.
- That all teachers and other professionals possess expert levels of knowledge in the subjects they teach.
- That all teachers and other professionals are “lifelong learners”, committed to an ongoing development of their own knowledge and skills to optimise the pupils’ learning experiences.
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school.

Core Values and Learning Tools

The teaching of the school curriculum promotes the school’s core values: courage, honesty, equality, respect, understanding and friendship. As well as the core values, pupils are taught to access the curriculum by using their ‘learning tools’. These are tools that they will need to become lifelong learners. The school’s learning tools are: imagination, being reflective, cooperation, determination and being logical.

Organisation and planning

The curriculum leader, along with subject leaders, plans the overall matrix for each academic year. Staff collaborate as a whole to plan each term, in order to share topic ideas and make links between areas of the curriculum and whole school events such as focus weeks. Opportunities for applying maths, English and ICT skills are promoted throughout all subjects.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. Our medium-term planning is directly linked to National Curriculum expectations from the guidance documents. These plans are currently being reviewed and developed in response to meeting the core guarantee for the New National Curriculum.

Our short-term plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives and success criteria for each session, and to identify what resources and activities we are going to use in the lesson.

The curriculum and inclusion

The curriculum at Cherry Orchard 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 parents.

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 SEND Code of Practice. If a child displays signs of having a particular learning or physical need, 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 may involve the appropriate external agencies to support and in making recommendations and assessments. We always provide additional resources and support for children with special needs.

The school provides a Provision Plan or an Individual Educational Plan (IEP) for every child with SEN or an EHC plan. This sets out the nature of the special 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. 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.

Early Years Foundation Stage

The curriculum that we teach in Nursery & Reception meets the requirements set out in the Early Years Foundation Stage Curriculum. Our curriculum planning focuses on the Characteristics of Learning, Developmental Matters and Early Learning Goals expectations.

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 nursery.

Each half-term, the practitioners will assess the skills development of each child, record this and communicate achievements and targets to parents using the 2Engage software.

We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

Key skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

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

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.

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 advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject.

Monitoring and review

Our governing body's curriculum committee is responsible for monitoring the way in which the school curriculum is implemented. Governors review each subject area according to the policy review timetable and there is a named governor assigned to particular subjects within the curriculum. These governors liaise with the respective subject leaders, and monitor the way in which these subjects are taught. There is also a named governor assigned to SEND and Vulnerable Groups.

The headteacher is responsible for the day-to-day organisation of teaching and learning and is the curriculum lead, overseeing curriculum development planning. The headteacher and deputy headteacher organise the monitoring of teaching and learning as well as curriculum development, and receive feedback from subject leaders.

Subject leaders also 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.

Appendix: A Culturally Inclusive Curriculum

AIMS

- Reflect the diversity of cultures and experiences and that all people share common aspirations needs and concerns.
- Provides a structure that allows pupils to investigate their own culture and ethnic identities.
- Lead pupils to a critical understanding and appreciation of their own cultural, religious and ethnic identities.
- Represent a broad range of experiences and peoples that compose the British population.
- Promote understanding of the interdependence of groups and the reciprocal ways, both historic and contemporary, in which our collective experiences shape the lives of the diverse peoples in Britain.

EVALUATING A CULTURALLY INCLUSIVE CURRICULUM

- Reflect a diversity of viewpoints, lifestyles and beliefs
- Teach that every culture and religion interprets its history and learning through certain narratives and that these contribute to the identities of individuals.
- Acknowledge that identity is based on multiple factors, including the diverse and sometimes contradictory realities of membership in multiple groups.
- Give status to the experiences and achievements of people from all backgrounds and cultures.
- Teach about issues of discrimination and ways of preventing and addressing this in all its forms.
- Show that diversity is an aspect of contemporary experience and ordinary, daily life, not only the 'exotic'.
- Teach that societies and the religions and cultures within them are constantly changing and developing.

PLANNING A CULTURALLY INCLUSIVE CURRICULUM

Does your unit of work

- Reflect the ethnic, religious, cultural and linguistic compositions of your class and/or community?
- Reflect positive images of various groups?
- Encourage pupils to use, build on and share their experiences, knowledge, skills and understanding?
- Ensure relevance and that pupils understand that relevance to them, their lives and their rights?
- Put what we teach into a global perspective, refer to global goals and tell the whole story?

- Reinforce learning and widen understanding through a cross-curricular approach?
- Extend knowledge and awareness of diversity?
- Ensure the skills, experiences and expertise of pupils, parents and communities are included?
- Highlight and share values across cultures, religions and celebrated differences?
- Challenge pupils' thinking and perceptions through well-planned questioning?

OUTCOMES OF A CULTURALLY INCLUSIVE CURRICULUM

- Pupils understand that excellence is not restricted to the achievement of people from dominant cultures, but that people from all cultures and religions, today and past, achieve excellence.
- Pupils know that most people have a range of affiliations, loyalties and sense of belonging.
- Pupils understand that with every event there are a variety of perceptions, interpretations and perspectives.
- Pupils have a strong sense of identity, feeling that they belong in Britain and that Britain belongs to them.
- Pupils see diversity and differences as interesting and exciting.
- Pupils understand that there are shared values across cultures and religions, and that all people share common aspirations, needs and concerns.
- Pupils' viewpoints are explored and developed.
- Pupils develop their critical thinking and analytical skills in order for them to make informed choices.
- Pupils are developing their skills in challenging prejudices and stereotypes. They understand and can identify extremism and extremist views.
- Pupils understand and respect others.
- Pupils' self-esteem is enhanced.