**ST NEOT PRIMARY SCHOOL**

**CURRICULUM POLICY**

**Introduction**

The 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 range of extra-curricular activities that the school organises in order to enrich the experience of the 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 while developing knowledge and skills, so that they achieve their true potential.

**Values**

Our school curriculum at St Neot School is underpinned by the values that we hold dear. 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. St Neot School is in full agreement with the values statement included in The National Curriculum. These are the main values of our school, upon which we have based our curriculum:

* We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures;
* We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own;
* We promote the spiritual, moral , mental and physical development of pupils at the school and of society;
* We prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

**Aims and objectives**

The aims of our school curriculum at St Neot School are:

• Feel safe and valued as part of a caring community that celebrates success

• Be independent thinkers/learners who are able to seek solutions creatively and cooperatively

• Inspire an ‘enquiring’ mind and ask questions

• Be confident enough to take risks in their learning

• Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all

• Be able to listen and articulate responses showing consideration to others

• Be polite and courteous

• Be proactive in their responsibilities towards the community, society, the environment and economy, linking ‘real life’ with their learning

• Understand and respect diversity

• Be aware of and recognise their own learning needs and be involved in planning future steps

• Develop a sense of self-esteem: be well balanced and healthy individuals

**Organisation and planning**

At St Neot School we plan our curriculum in three phases. We have agreed a long term plan for the Key Stage 1 and 2 Curriculum. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We follow the objectives as set out in the National Curriculum.

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

**Children with Additional Educational Needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted. If a child has a specific need our school does all it can to meet these individual needs.

We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, the teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child’s needs within the normal class organisation. If a child’s need is more severe, we consider the child for an Educational Health Care Plan (EHCP), and we involve the appropriate external agencies when making this 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 provision map. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

**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 own learning and performance;

• problem-solving.

In our curriculum planning we highlight these skills, so that the children’s progress in all of these areas can be identified and monitored. All subject areas contribute to a child’s progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to 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 offer advice to colleagues on issues related to the subject;

• monitor pupil progress in that subject area;

• provide efficient resource management for the subject.

The school gives subject leaders non-contact time each term, so that they can carry out the necessary duties involved with their role. 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, ensures that there is full coverage of the National

Curriculum, learning intentions are clear and that progression is planned into schemes of work. The subject leader also keeps a portfolio of children’s work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment. The subject leaders work with the headteacher to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational need and the gifted and talented.

**Monitoring and review**

Our governing body is responsible for monitoring the way the school curriculum is implemented. Governors of the Curriculum Committee review each subject area regularly. We have named governors for English, Mathematics, Computing and Special Needs and all governors are allocated a subject in which to take a special interest. The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.

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 intentions.

Subject leaders 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 also have responsibility for monitoring the way in which resources are stored and managed. They check that the medium term plans and lessons for each subject lead to a broad and balanced curriculum taking into account the needs of different learners. They work with the subject leaders to ensure that clear learning intentions are identified in plans and that children receive consistent and

developmental feedback on their work.