



Kislingbury CEVC Primary School

Curriculum Policy

Policy Review Committee	Curriculum and Achievement Committee
Policy Last Reviewed	January 2017
Policy Review Schedule	Annual
Policy Review Date	Spring 2018



Introduction

At Kislingbury CEVC Primary School we believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore and the time to have fun. We are proud to use the National Curriculum for 2014 as a starting point for a wide and varied learning experience for our children. We enrich it by our strong Christian ethos based on respect for ourselves and others, equality, a sense of wonder at God's world we live in. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged.

We are continually reviewing and improving the curriculum we offer to our children. The curriculum at Kislingbury is evolving according to the needs of our children and to the aspirations of the staff and community.

Christian Values and Community

We are proud of the Christian Ethos that is the foundations of our school and underpins all we do. 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 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. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We use our Christian faith and our Community to enrich the curriculum. 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 aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.

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 value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through topic Newsletters, homework and curriculum morning, and are positively encouraged to become involved.

Aims and Objectives

The aims of our school curriculum are:

To enable all children to understand that they are all successful learners.

To enable children to understand the skills and attributes needed to be a successful learner.

To enable children to develop their own personal interests.

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 communication, literacy, numeracy and information technology (IT);

To enable children to learn about and from aspects of Religious Education and to develop an awareness of their own spirituality and a respect and understanding of the beliefs and culture of others.



To enable children to be creative through art, dance, music, drama and design technology;
To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style.
To teach children about their developing world, including how their environment and society have changed over time;
To help children understand Britain's cultural heritage;
To enable children to be positive citizens in society and to feel that they can make a difference; development, and to understand 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 be able to live and work co-operatively with others;
To enable children to be passionate about what they believe in and to develop their own thinking;
To enable children to ask questions and take risks.
To enable children to develop their intellect including their emotional development.

Organisation and Planning

The curriculum is taught through where ever possible a topic themed creative curriculum which embraces as many aspects of the curriculum as possible whilst ensuring coverage of the National Curriculum guidance for 2014. There is discrete subject teaching of Maths and aspects of P.E., Computing P.S.H.E. M.F.L. and R.E.

A key stage map indicates the broad objectives and the links between subjects;
Units of work are planned, usually over half a term's duration in KS1 and a whole term in KS2. These are recorded as MEDIUM TERM PLANS and contain the detail of the work to be covered with a progression of learning objectives.
There is then SHORT TERM PLANNING (weekly planning) which details all work to be covered; the learning objectives, the differentiation and what the pupil outcomes will be.

The children are taught generally in their class groups, some of which are vertically streamed. Some children at all levels are withdrawn for small group support.

Units of work are planned using the framework of the National Curriculum; the P.E ,Computing, P.S.H.E M.F.L. and RE follow relevant schemes of work which are adapted where possible to link into the Creative Curriculum Unit.

Children with Special 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.

For further information on the provision for children with specific needs please also refer to our Inclusion Policy.



The Foundation Stage

Our curriculum in the Early Years Foundation Stage is detailed in a separate Policy Document.

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.

We strive to develop these skills across the curriculum.

Extra-Curricular Activities

We are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities, including: Dance, Gymnastics, Basketball, Football, Games, Choir and Science.

The Role of the Subject Leader

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Monitor the provision within the school and ensure coverage;
- 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. They must ensure 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 agreed governor monitoring for all core curriculum areas and other focus subjects. The governors liaise with the leadership of the school and monitor the way the school teaches these subjects. Reports are provided back through the Curriculum and Achievement Committee.

The Headteacher is responsible for the day to day organisation of the curriculum.

The Headteacher monitors the curriculum through planning, classroom observation and liaising with the Curriculum Co-ordinators

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 have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

Policy review

This policy will be reviewed each year in the SpringTerm by the Curriculum and Achievement Committee.