

Curriculum Policy

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. At South Kilworth C of E Primary School we have developed a topic based approach to our curriculum where we embrace the opportunities on offer both locally and globally to enhance learning. Our curriculum is broad and balanced and encompasses the requirements of the National Curriculum, The Early Years Framework and the Leicestershire Agreed Syllabus for Religious Education as well as the range of extra – curricular activities that the school organises in order to enrich the experiences of the children. It also includes the “hidden curriculum,” or the values 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 can achieve their true potential.

Aims

The aims of our school curriculum are to:

- Encourage the best possible progress and highest attainment for all pupils across the curriculum.
- Set challenging expectations of educational standards and achievement.
- Allow children to develop knowledge of themselves.
- Promote spiritual development.
- Promote physical and mental development and an awareness of the importance of a healthy lifestyle.
- Enable children to be aware of the importance of and participate in the arts and related cultural themes.
- Enable pupils to develop moral responsibility through carefully taught values.
- Develop the personal and social skills of each child.
- Provide equality of access.
- Enable pupils to respond positively to opportunities, challenge and responsibilities.
- Establish strong cross curricular links to ensure a broader understanding.

- Help pupils think creatively and solve problems.
- Develop pupils' capacity to learn and work independently and collaboratively.
- Enable pupils to acquire and develop a broad range of knowledge, skills and understanding.
- Increase children's motivation, enthusiasm and engagement in their learning by making learning meaningful through putting it in a context.
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom.

The organisation of the curriculum

The curriculum is planned effectively, providing continuity and progression. In order to engage, inspire and motivate we actively seek out opportunities to make the learning more meaningful for pupils. This is achieved in a number of ways, including:

- Making links across subjects through the use of topic work
- Teaching discrete subjects if this is more appropriate (e.g. where links are tentative)
- Identifying areas of interest to capture pupils' curiosity
- Planning themed/special occasion days
- Incorporating local and national initiatives (e.g. The Olympics, Speak out)
- Working with other schools and the local community
- Inviting visitors in to school and going on visits.

We plan our curriculum in three phases.

We agree a whole school overview of each curriculum area, thus creating a long-term plan for each class. This indicates what areas are to be taught during the year and enables meaningful links to be created and topic based plans to be formulated. We follow the National Frameworks for Literacy and Numeracy. Literacy is linked to our topic based plans whereas maths is generally taught as a discrete subject.

Medium Term planning gives a more detailed summary as to what will be taught in each curriculum area and how they are interlinked; each topic is given an inspiring title. Links to community learning, learning about the environment and personal wellbeing are also made. The skills relevant to each curriculum area are also included.

Our short term plans are those that our teachers write on a weekly or daily basis. These are for literacy, numeracy and topic planning and set out learning objectives, success criteria as well as differentiation for different groups of pupils.

In the Early Years Foundation Stage we adopt a continuous provision approach and topics are very much linked to the interests of the children. We plan the curriculum carefully so that there is coherence and full coverage of the areas of learning.

Parents

We are well aware that all children need the support of parents/carers and teachers to make good progress at school. We strive to build positive links with the parents of each child by keeping them informed about the curriculum and how well their child is progressing. Parents receive medium term topic plans termly; these are also available on the school website.

SEN

Our curriculum is designed to provide access and opportunity for all children who attend the school and if we think it necessary to adapt the curriculum to meet the needs of individuals or groups of pupils then we do so.

More Able Pupils

We identify children who are more able in either a particular area of the curriculum or more generally. We keep a register of the identified children and teachers ensure there is differentiation within the curriculum in order to provide challenge.

Roles and Responsibilities

The Head teacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

- Co-ordinators are responsible for teaching, learning and standards in their subject. They liaise with class teachers over the content and delivery of the subject.
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class.
- The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Head teacher's report