



## CURRICULUM POLICY

*Headteacher:*

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## Curriculum Policy 2020

Reckleford School builds learning confidence and enquiring minds. Our curriculum is designed to enable children to achieve our aims. We will ensure their progress and support parents to help children at this early stage of education.

The basis for our curriculum is to build aspiration for the future for all our children.



### 1. Introduction

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 experience 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 attitudes to learning, in order that they achieve their true potential.

### 2. Values

Our school curriculum is underpinned by the values that we hold dear at our school.

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.

## **At Reckleford School:**

- 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 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 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.

### **3. Aims and objectives**



#### **The aims of our school curriculum are:**

- 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 English, Mathematics and Computing;
- to enable children to be creative and to develop their own critical thinking;
- to teach children about the 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;
- to fulfil all the requirements of the National Curriculum (2014) and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, understanding right from wrong;

- to help children understand and value 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, high self-esteem, and to be able to live and work co-operatively with others.

#### 4. Organisation and planning

We plan our curriculum in Year groups, based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website:

[www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4](http://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4)

Each year group has a long-term plan. This indicates what topics and which National Curriculum objectives are taught in each term. Our curriculum is thematic with a cross-curricular approach to enable 'joined up/purposeful' learning to take place. We use the Quigley Curriculum Essentials and Kent Scheme for Science across the school and topics taught are based on the children's views of what they are interested in learning about. We have reviewed our long-term plan to ensure coverage across the Key Stages.

The nursery and school follow the 'Read, Write Inc Scheme,' a Literacy programme designed to teach letter sounds, reading and writing.

Across the whole curriculum, language development and literacy skills will be a key focus to ensure great progress is made.

Children are given access to a range of reading materials (books, poems and other written materials) to ignite their interest in books and develop a lifelong love of Reading.

With our medium-term plans, we give clear guidance on the objectives, teaching strategies and key thinking skills that we use when teaching each topic. We teach all subjects using the National Curriculum (2014). This ensures progression in learning and provides children with many opportunities to consolidate learning. Our medium term plans show the objectives being taught and how the children will learn, i.e. the activities that they will undertake and the skills that they will develop.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. Weekly plans are written for English and Maths and 'Topic', showing differentiation for groups of children with different abilities. A weekly plan

shows what other areas of the curriculum and objectives are being covered. They also show the teaching activities and differentiation within these lessons.

We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum, and there is planned progression in all curriculum areas.

## **5. 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 and advice has been sought from external agencies, i.e. the Educational Psychologist.

If a child has a special 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 class teacher makes an assessment of this need. In most instances the teacher can provide resources and educational opportunities which meet the child's needs within the normal class organisation. Children's special educational needs may be met by the use of intervention groups or one-to-one support from Teaching Assistants and teachers.

The school provides a profile for each of the children who are on the special needs register. This sets out the analysis of the need, strengths and areas for development and how these will be supported. Advice from the appropriate external agencies is incorporated into the profile.

## **6. The Early Years Foundation Stage**



The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Years Development criteria and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Foundation class builds on the experiences of the children in their pre-school learning. The Nursery and Reception Classes at Reckleford School have a positive partnership based on shared planning, shared activities and shared knowledge of the children. We endeavour to build good relationships with the variety of nurseries and pre-schools within the area.

Baseline assessment is carried out in the child's first six weeks in Reception. This assessment, alongside data received from the Nursery, forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.

Children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing, through informal conversations, parents meetings, curriculum workshops, reviewing targets(YR) and next steps for learning(N) and final year reports to parents.

## 7. Rights and Respecting



**We are proud to be a Unicef Rights Respecting School and aim to put children's rights at the heart of our school.**

Our Silver Award recognises our school's achievement in putting the United Nations Convention on the Rights of the Child into practice within the school and beyond. This award confirms our commitment to making our school a safe and inspiring place to learn, where children respected, their talents nurtured, and they can thrive. Our Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

## 8. Key skills

Our curriculum ensures progression in the following key skills:

- reasoning;
- enquiry;
- working with others and communication;
- improving own learning and performance;
- problem-solving and creativity



- computer skills

In our curriculum planning, we plan to help children develop these skills, so that the children's progress 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.

## **9. The role of the subject leader**

**The role of the subject leader is to:**

- provide a strategic lead and direction for the subject;
- to link their work to the SDP, so they are part of the continual drive for whole school improvement;
- 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 core 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 and that progression is planned.

## **10. Monitoring and review**

Our governing body is responsible for monitoring the way the school curriculum is implemented. Governors review each subject area according to the policy review timetable and meet regularly with subject leaders.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher and senior staff monitor the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Subject leaders monitor the way their subject is taught throughout the school. They monitor 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.



**Policy adopted by Governors: 21/1/2021**

Signed: Headteacher

Signed: Chair of Governors

To be reviewed: Jan 2022