



Witchampton CE VA First School Curriculum Policy

Inspiring life-long learning, enjoyment and achievement within
a secure Christian environment

(See also Special Educational Needs and Inclusion Policies.)

UNCRC - Article 29 - 'Education should develop each child's full potential'

INTRODUCTION –

The curriculum is everything we do. We expect to see children interested, engaged in and making progress in their learning from when they start in Reception and as they move through the school. This includes providing for their spiritual, moral, social and cultural development and personal well-being. We aim for children to become positive, responsible and confident individuals who play and learn cooperatively with others as well as developing their own knowledge, skills and understanding.

Our curriculum includes the formal requirements of the national curriculum using an inquiry-based approach. This, together with a variety of extra-curricular activities, provides opportunities to enrich children's experience and stimulate a love of learning. *From September 2013 the national curriculum for Year 3 and Year 4 and the foundation subjects for Year 1 and Year 2 have been disapplied. KS1 core subjects will continue to be taught as identified in the current National Curriculum until September 2015. **We shall be following the recommended aspects of new national curriculum in preparation for its implementation in September 2014.***

Outdoor learning is a valuable resource and we aim for the children to learn increasingly beyond the classroom; there are many opportunities for learning within our local and wider communities that engage the children in many different ways.

DIVERSITY AND EQUALITY

Our Curriculum ensures all have equal opportunities and access to learning regardless of disability, ethnicity, race, gender or faith. We aim for all to be included and feel safe.

RIGHTS RESPECTING SCHOOLS AND AN ECO SCHOOLS

Our aim at school is to provide engaging and challenging activities within our curriculum that are meaningful and relevant for the children; activities which embed sustainability and understanding of the Convention on the Rights of a Child (CRC) into teaching and learning so that the children develop the skills they will need when they leave school.

NATIONAL CURRICULUM VALUES AND VISION FOR LEARNING

Our curriculum is underpinned by the values and vision we share as a school. The school upholds the values within the National Curriculum which are fundamental to the Christian ethos of our school and upon which we base our curriculum.

We are committed to excellence where every child experiences personal success; and where everyone works together to...

- strengthen spiritual, moral, social and cultural development through our Christian ethos;
- nurture creativity, curiosity and a passion for life-long learning;
- foster high expectations that allow every child to recognise their potential;
- make positive contributions towards society as respectful and responsible citizens;
- develop self-belief, a sense of self-worth and confidence in our own abilities.

OUR AIMS

We aim to achieve these by...

- working together with Witchampton Church to strengthen our Christian values;
- having high expectations to ensure children achieve well and make good progress;
- valuing the importance of each child developing as a confident individual;
- challenging and inspiring independent thinking and a desire for further knowledge;
- providing quality teaching and learning experiences tailored to each child's needs;
- promoting good social skills, confidence and self-esteem within a Christian context;
- offering a broad range of music, arts, drama and sports;
- forming strong partnerships with parents and the local community;
- creating exciting, inspirational learning environments in and beyond the classroom;
- valuing and respecting other people in our community, the UK and the wider world.

ORGANISATION AND PLANNING

We ensure our curriculum is stimulating, interesting and relevant by involving the children in the early stages of planning. Activities are designed to engage interest and for the children to share their ideas and develop a range of questions to explore and answer as the themes progress. This ensures the learning is relevant as well as tailored to national curriculum requirements. By involving children in this way, they also learn to take ownership and some responsibility for their learning.

The curriculum is planned in three stages and is designed to be fully inclusive and matched to the learning needs and abilities of all children including children with special educational needs or disabilities.

Long-term curriculum maps identify the range of themes to be taught across a year for each key stage, and indicate the skills and knowledge to be taught in each term; this ensures progression and coverage of skills within a two-year rolling programme for mixed age classes. Some themes operate as a whole school theme when children have opportunities for learning in mixed phase groups. This helps to foster good learning relationships and develop confidence.

Medium-term plans give clear guidance and structure to the learning, identifying specific learning objectives, teaching strategies, differentiation and activities within

their context. We use the National Curriculum and Foundation Stage profile for our medium-term planning and follow guidance from National Strategies for literacy and maths. The key skills and knowledge identified in each subject are taught within a themed context.

Short-term plans are those that teachers write on a weekly or daily basis. The plans set out the new learning for each session, how the learning is matched to ability, known as differentiation and indicate resources and activities to be used, including additional adult support.

Children who need additional support to access the national curriculum are supported by teaching assistants through a range of intervention activities identified on an individual provision map. Children with a higher level of need are given an individual education plan with specific small targets.

KEY SKILLS

The following key skills in National Curriculum are fundamental to developing independence, thinking and learning:

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

We have broken the key skills down so that the children 'learn to learn' by developing the skills to:

*PERSIST,
POSE QUESTIONS,
COMMUNICATE,
CO-OPERATE,
INVESTIGATE,
PREDICT,
PLAN,
OBSERVE,
EVALUATE,
MAKE CONNECTIONS,
REFLECT and
MAKE DECISIONS.*

In curriculum planning these skills are emphasised across the key stages so that children's learning and progress can be identified and monitored. Pupils are given opportunities to reflect on their learning and to ask questions to extend and promote their understanding.

THE EARLY YEARS FOUNDATION STAGE (EYFS)

The Early Years Foundation Stage (EYFS) applies to children from birth to the end of the Reception year. Children join the Reception class in the September of the year that they turn five. In partnership with parents and carers we enable the children to begin the process of becoming active learners for life.

We endeavour to ensure that children “learn and develop well and kept healthy and safe.” We aim to support children in their learning through “teaching and experiences that gives children the broad range of skills that provide the right foundation for good progress through school and in life.” (Statutory Framework for the EYFS 2012)

The EYFS is based upon four principles:

- A unique child – developing resilient, capable, confident and self-assured individuals.
- Positive relationships – supporting the children in becoming strong and independent.
- Enabling environments – where opportunities and experiences respond to the individual needs of the child by developing a strong partnership between practitioners, parents/carers and the child.
- Learning and developing – An acknowledgement that children learn in different ways and at different rates

We believe that young children learn through independent play, and by engaging in well-planned and structured activities. Teaching for reception children builds on the experiences of their pre-school learning. We develop the positive relationship we have with the local pre-school ensuring a smooth and successful transition into mainstream school. We also encourage the active participation of parents in their child’s early learning.

INCLUSION – DFE 2012

The curriculum should provide relevant challenging learning to all children. It should follow three principles for inclusion:

- A. setting suitable learning challenges
- B. responding to pupils’ diverse needs
- C. overcoming potential barriers to learning and assessment for individuals and groups.

MONITORING AND REVIEW

The curriculum and standards committee of the governors is responsible for monitoring the implementation of the curriculum ensuring it meets statutory requirements. Key Priorities are identified each year and are monitored through the School Development Plan. Individual governors meet with subject leaders and evaluate the effectiveness of provision and resources in delivering the curriculum and in meeting school development priorities.

The headteacher as curriculum leader through focused monitoring and evaluation ensures the full requirements of the National Curriculum are met, and that planning and teaching offers opportunities for good learning and provides appropriate coverage and progression for all children.

GOVERNING BODY

The Governors visits the school to monitor the curriculum and to share observations with the curriculum leader. The report is shared with the Curriculum and Standards committee. They review policy least every five years or following significant governmental changes to the national curriculum.

Signed:

Date: