

# Carr Hill Primary School

## Curriculum Policy

November 2014

## 1. The Curriculum

1.1 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.

## 2. Values

2.1 Our school curriculum is underpinned by the values that we hold dear at our school. We aim to provide 'a happy atmosphere with high standards' for all our children, taking into account an individual's needs. 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.

2.2 Our school is in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England. 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 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 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.

## 3. Aims and objectives

3.1 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 literacy, numeracy and information technology (IT);
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;

# Carr Hill Primary School

- 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 and the Locally Agreed Syllabus for Religious Education;
  - to teach children to have an awareness of their own spiritual 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 develop respect for themselves and others and to further develop high self-esteem;
- to be able to live and work co-operatively with others.

## **4. Organisation and planning**

4.1 We plan our curriculum in three phases. We agree a long-term plan for each key stage. 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 and aim to provide an exciting, creative curriculum which provides a reason and motivation to learn.

4.2 With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We take note of the National Literacy and Numeracy Strategies when carrying out our medium-term planning. Other foundation subjects are based on skills development and we make use of national schemes of work for much of our medium-term planning in the foundation subjects.

4.3 Our short-term plans are those that our teachers produce 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.

4.4 In the Foundation Stage and at Key Stage 1 we adopt a cross-curricular topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

4.5 At Key Stage 2 we still try as far as possible to use a cross curricular approach but we do teach some subjects separately where this is more appropriate and necessary. This means that, for example, a child may concentrate in one term on a history topic, and then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

## **5. Children with special needs (including those who are Gifted and Talented)**

5.1 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 significantly to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

# Carr Hill Primary School

5.2 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, his/her 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 may use the support provided by Teaching Assistants, and we involve the appropriate external agencies.

5.3 The school provides an Individual Educational Plan (IEP) for children with special needs. This sets out the nature of the special need, and outlines how the school 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.

## 6. The Foundation Stage

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

6.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

6.3 During the children's first term, their teachers begin to record the skills of each child on entry to the school. This assessment 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.

6.4 We are well aware that all 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.

## 7. Key skills

7.1 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.

7.2 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.

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

8.1 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.

8.2 Subject leaders can access 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 into schemes of work.

## **9. Monitoring and review**

9.1 Our Governing Body's Strategic Development Committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the policy review timetable.

9.2 Carr Hill has named governors for all areas of the curriculum. The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.

9.3 The head teacher is responsible for the day to day organisation of the curriculum. The head teacher and senior staff monitor lesson planning for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum. The Phase Co-ordinators are vital in monitoring the progress of their year groups and co-ordinating the work that is done within a particular phase.

9.4 Phase Co-ordinators monitor the way the curriculum is taught throughout their phase and liaise with subject co-ordinators to monitor progression 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.

# Carr Hill Primary School

The basis of our teaching at Carr Hill is the National Curriculum.

The National Curriculum sets out what should be taught and the expected standards of pupils' achievements. It is divided into subjects;

## **Core Subjects**

- English
- Mathematics
- Science

## **Non-Core Subjects**

- Design and Technology
- Computing
- History
- Geography
- Art and Design
- Music
- Physical Education
- French (Key Stage 2)
- Citizenship

Each of these subjects is compulsory. In addition, Religious Education is taught in accordance with the Local Education Authority's agreed syllabus.

The National Curriculum provides opportunities to promote children's spiritual, moral, social and cultural development. However, Personal, Social and Health Education is also included as part of the curriculum at Carr Hill, to provide more explicit opportunities to develop these areas.

## Organisation of the Teaching

There are fifteen full-time class groupings, all of which are of mixed gender and ability. These are organised as follows:

Foundation P/T		52	chdn.
Foundation SG		20	..
Foundation JG		20	..
Year 1	KH	27	..
Year 2	MNe	28	..
Year 1/2	MJ	27	..
Year 3	AB	22	..
Year 3	SA	22	..
Year 3	TT	22	..
Year 4	WHL	31	..
Year 4	JHM	31	..
Year 5	RB	28	..
Year 5	RD	28	..
Year 6	KT	28	..
Year 6	MNu	28	..

# Carr Hill Primary School

In addition, smaller groupings, organised according to ability, are used to help teach English and mathematics.

## ***Subjects Studied at Carr Hill***

### ***English***

English language is taught through reading, writing, talking and listening. Our aim is to use language and literature so the children become confident readers, expressive writers and effective speakers. Carr Hill uses

### ***Mathematics***

Pupils are taught to acquire skills in mathematical thinking and to be comfortable using and applying their knowledge. Problem solving, information handling, and real-life applications of mathematics, such as money and measurement, are important parts of the mathematics curriculum.

### ***Science***

Science provides opportunities for pupils to explore and understand the world around them through a practical, investigative approach.

### ***Computing***

Our aim is for the children at Carr Hill to become skilled and informed users of new technology, including e-mail and the internet.

As well as teaching ICT as a subject in its own right, we promote its use in other areas of the curriculum. As well as children using ICT to enhance their understanding of other subjects, ICT is used by staff to aid their teaching across the curriculum.

### ***History***

Children learn about significant people, events and places from the recent and more distant past. They learn about change and continuity in their local area, in Britain and further afield.

### ***Geography***

Children learn about their local area and compare it with contrasting areas in Britain and abroad. A variety of people, places and environments are studied, so that children begin to learn about the wider world.

Maps, atlases, aerial photographs and plans are used to enhance this work.

### ***Art and Design***

Children develop their creativity and imagination by exploring a variety of materials and processes. Our aim is that they begin to understand the use of shape and space, colour, pattern and texture and to use these, to represent their feelings and ideas.

The works of other artists are also studied, to enhance this understanding.

They will also take part in a variety of designing and making activities. They will use a variety of materials and equipment, including ICT.

### ***Music***

Children work on their own and as part of a team, singing songs and playing instruments, making a contribution to a group or class performance.

They listen and respond to a wide range of music and develop their own compositions.

If your child is interested in learning to play a musical instrument, instrumental lessons are available for a small extra cost. These lessons are provided during the school day.

# Carr Hill Primary School

## ***Physical Education***

Children will be taught how to acquire and develop skills with increasing control and co-ordination. Movement and dance, games, gymnastics, swimming, outdoor activities and athletics are the areas covered during their time at Carr Hill.

Representative teams are available to provide additional challenges for the most able children.

## ***French***

During Key Stage 2 all children will be taught a modern foreign language for 1 hour per week. Children study French and develop their interest in the cultures of other nations.

Oracy (listening, speaking and spoken interaction) has a more prominent place in our language learning than in most, if not all, our other areas of the curriculum.

## ***Personal and Social Education including Citizenship***

Children are encouraged to develop inter personal skills, explore attitudes and values, talk about feelings and emotions, and share and reflect upon their experiences. Our children learn basic rules and skills for keeping themselves healthy and safe, and for behaving well.

We provide opportunities for children to take on positions of responsibility and learn how to take part more fully in school and community activities. We operate a 'Buddy' system, which teams together children who know the school, with those who are new. This eases the transition greatly for children starting at the school, and provides an opportunity for our children to take on additional responsibility for the care and safety of others.

Each year, the children in Year 6 undertake a Drugs Abuse Education programme. Its aim is to provide children with the information and life skills they need to make a healthy, informed choice, and live drug and violence free lives.

The lessons focus on teaching children the skills needed to resist the pressure to experiment with drugs, including alcohol, tobacco and solvents.

## ***Sex and Relationships***

Sex education is an important part of every child's personal and social development. At Carr Hill, this important subject is taught as a part of Health Education, which begins with our very youngest children.

Where specific elements of sex education are taught, they are taught within a moral framework and are linked to our work in Personal, Social and Health Education.

Older children, usually in Year 5, are expected to watch a series of television programmes which form a part of our work specifically on puberty and sex education. Parents are given the opportunity to view these programmes and to discuss any issues they raise, before the work takes place. Children can be withdrawn from this element of the course, if parents so wish.

The School Nurse visits the school regularly and is involved in both the planning, and the delivery of our Health Education programme.

## ***Religious Education***

The school has no religious affiliations but promotes a broadly Christian ethic. Religious Education is taught in accordance with the Local Education Authority's agreed syllabus.

Religious Education aims to provide children with the opportunity to explore and develop their beliefs and values in the light of the world's spiritual traditions. Religions studied will include Christianity, Judaism, Hinduism, Sikhism and Islam.

Parents have a right to withdraw children from acts of worship and from R.E. if they feel there is a conflict with their own beliefs. Arrangements will be made with parents who exercise this right, to provide appropriate alternative education. These arrangements will be negotiated on an individual basis, as the need arises, to ensure that provision is appropriate and manageable.