

Morville C.E. Primary School



Policy:

Curriculum

Member of staff responsible: Sue Blackburn

Last review : Summer 2017

Review Date: Summer 2018

1 Introduction

- 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.
- 1.2** As an Academy, Morville is entitled to choose its own curriculum, as long as it is broad and balanced and includes English, mathematics and science. We recognise the benefits of the National Curriculum, and have decided to use this as the basis of our offer, with some modifications to suit our individual small-school setting. For example, our small class sizes are organised with multiple years enabling children to be taught in much more fluid groups rather than just by age. In this way, all children can be stretched to ensure secure mastery of the subject and breadth of understanding, while additional assistance can be given to those in need regardless of their age. Younger children also learn good learning behaviour from older role models, who in turn, gain confidence as mentors.

2 Values

- 2.1** Our school curriculum is underpinned by the Christian 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. Our curriculum prepares pupils for life in modern Britain
- 2.2** 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 as part of God's creation, 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** 'Our Christian school offers a unique rural setting that provides exceptional opportunities to promote individual learning. We nurture the development of our children's academic, physical, spiritual & emotional needs within a family and community environment.'

The school's ethos is one where a positive attitude of care and understanding is promoted, where Christian values are pivotal to the life of the school and where adults and children respect faith and culture of other people. Children are always encouraged, motivated and supported to achieve the best they can in all aspects of the curriculum.

3.2 At Morville C. E. Primary School we aim to provide a caring, supportive and stimulating environment with high quality teaching through which to foster;

- A high level of literacy and numeracy and an enquiring mind which wants to learn more each day;
- Independent young people who are confident, flexible and able to cooperate with others;
- Imagination and creative expression through a wide range of media;
- Conscientious young citizens of our multi-cultural society who are tolerant and respect others' values;
- Pride in achievement and a desire to succeed;
- Effective links between the school, the child's home and the community which promote aspiration and high expectations;
- Equality of opportunity for all;

We aim

- 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 fulfil all the requirements of the National Curriculum and the Shropshire/T&W 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;

3.3 Our vision will be realised by:

- Creating a safe and healthy learning environment; so that every child will know that they are valued, will enjoy learning, aspire to and achieve high standards and make excellent progress.
- Providing innovative and creative cross curricular education opportunities for all learners and enabling their independence as learners.
- Developing a flexible approach to teaching and learning within school and in the community thereby ensuring a rich variety of educational experience.
- Promoting good learning behaviors such as resourcefulness and resilience using the "Building Learning Power" approach.
- Promoting a proactive engagement between school and the wider community.

The implementation of this vision will be the foundation from which our children will become successful learners, confident individuals and responsible citizens of the future.

4 Organisation and planning

4.1 Firstly 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.

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 teach

mathematics and English from the National Curriculum in our school. Ruth Miskin Language and literacy materials are used to support teaching in Key Stage 2 and the Read Write, Inc, Ruth Miskin phonics resources are used in Reception and Key Stage 1. We take our medium-term planning directly from the guidance documents. We use the national curriculum for much of our medium-term planning in the foundation subjects and are developing creative and innovative cross curricular units of work to inspire both teachers and learners.

- 4.3** 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. Clear success criteria and assessment for learning along with next steps for learning are identified.
- 4.4** Across the school we adopt an inter-disciplinary themed 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** Musical opportunities are an important part of our curriculum offering with musically qualified permanent staff and peripatetic teachers leading whole class music tuition in KS2 in various instruments and singing. This enhances many non-musical skills such as coordination, team-working, listening and self-confidence. All pupils get the opportunity to take part in public performances at whatever level they are giving them cultural experiences in a variety of settings. Parental involvement is actively encouraged and Morville pupils' singing is very well received due to its outstanding quality.

5 Children with special needs

- 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 to meet the needs of individual children, then we do so only after the parents of the child have been consulted.
- 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 consider the child for a statement of special needs, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.
- 5.3** The school provides a provision map which monitors the progress and interventions that we use to support children who are on the special needs register. This sets out the nature of the special need, and outlines how the schools 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 Early Years Foundation Stage

- 6.1** 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 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. Morville makes the most of its rural setting, having a safe and interesting outdoor space for reception children to use during free-flow, child-led time. Indeed, this outdoor learning is actively encouraged with access to paved area for ride on toys, sandpit and bark covered ground, outdoor 'home corner' with play house, kitchen garden and green house. The wooded 'Forest School' area, extending beyond the EYFS free-flow area is used by all year groups and a local nursery school for set sessions supervised by trained Forest School leaders.
- 6.3** During the children's first term in the reception class, their teacher makes a baseline assessment 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.
- 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

- English
- Mathematics
- Computing
- Learning and thinking skills
- Personal and emotional skills
- Social skills
- Independent learning skills

- 7.1** 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** The school gives 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 into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

9 Monitoring and review

- 9.1** Our governing body's policy review committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area.
- 9.2** We have named governors for all areas of the curriculum and Special Needs. 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 and senior teachers are responsible for the day to day organisation of the curriculum. The headteacher monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.
- 9.4** 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 also have responsibility for monitoring the way in which resources are stored and managed.