

Introduction

Our school's 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 through the gradual development of a thematic key skills curriculum a much wider experience for our children. It also includes the various extra-curricular activities which further enrich the children's experiences which together with the "hidden curriculum" where children learn from the way they are treated and expected to behave enables the children to grow into positive, responsible people who achieve their full potential.

Aims

Our school aims to:

- Continue to identify our priorities and modify our curriculum content.
- Enable development of cross curricular links.
- Promote independence and creativity for learners.
- Reflect the diverse learning needs and styles of our children and cater for the needs of children of both genders, all ethnic and social groups and those who are more able or with learning difficulties.
- Promote generic learning skills that are transferable across the curriculum.
- Reflect and promote the principles of Assessment for learning.
- Provide a hierarchy of learning skills that complement and promote the principles of Assessment for Learning.
- Create and maintain an exciting and stimulating learning environment.
- Make every effort to encourage parental involvement in the education of the children.

Objectives

Our children need to become active, informed, creative and intelligent learners who can influence and shape their own lives and those of others, develop a sense of well being and have an eagerness to support and sustain the well being of their community. To do this we want them to be adaptable and be able to solve problems in a variety of situations.

- Be able to work independently and as a member of a team and have a high self esteem and respect for themselves.
- Have the ability to make reasoned judgements and choices by the evaluation of relevant information.
- Be able to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space and data handling.
- Be able to listen and read a variety of purposes and be able to convey the meaning accurately and appropriately through speech and writing.
- Be able to use information processing and technological skills for a variety of purposes.
- Be able to communicate their knowledge and feelings through various art forms including art/craft, music and drama and to have acquired appropriate

techniques to enable them to develop their inventiveness and creative thinking.

Organisation and Planning

We plan our curriculum in three phases.

We have a **long term** plan which indicates what topics are to be taught in each term. We review this on an annual basis.

We have a **medium term** plan where we give clear guidance on the objectives and teaching strategies for each topic. We have adopted the Primary National Strategies for Literacy and Numeracy. For Literacy we take our medium term plans directly from the guidance document and for Numeracy we use Lancashire Grid for learning medium term plans.

We deliver the Foundation subjects through a topic based approach which we have developed over several years and which we continue to refine. This is planned carefully so that there is full and adequate coverage of all aspects of the National Curriculum but also to free up time for teachers to deliver topics in which they have a particular expertise or knowledge or are topical e.g. Olympics.

We also address children's religious education through the Local Authority's scheme of work and as we consider the children in this community have particular needs in connection to their personal, social, health, citizenship and e-safety we address this through Seal, additional inclusions where necessary and generally across the whole curriculum wherever relevant. Teachers keep a track of this through a mapping exercise for the whole year.

Educational visits, visitors and delivering assemblies and performances to parents and other children are used to make our topics exciting and memorable for the children.

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 after advice from specialist outside agencies.

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 involve the appropriate external agencies when making an assessment.

The school provides an Individual Educational Plan (IEP) or Individual Behaviour Plan (IBP) if needed for each of the 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 small achievable targets for improvement, so that the child can make progress and achieve to the best of their ability. The school has produced an Inclusion Plan to ensure that the school building allows everyone access to the curriculum.

The Foundation Stage

The curriculum that we teach in the Foundation Stage meets the requirements set out in the Statutory Framework for the Early Years Foundation Stage. Our curriculum ensures that children learn skills and develop whilst being kept safe and healthy. It also ensures children's "school readiness" giving children a broad range of knowledge and skills for good future progress. The areas of learning and development shape activities in classroom and the children work towards the Early Learning Goals (at the end of the academic year in which the child turns five).

Our curriculum is based around the unique child and is delivered through active learning, play/exploration and creating and critical thinking.

Our school fully supports the principle that young children learn through play, and engaging in well-planned structured activities and child initiated play. Teaching in the reception class builds on the experiences of the children in our Nursery Department or other pre-school activities.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to work in partnership with the parents of each child by keeping them informed about the way in which the children are developing and how well each child is progressing. We also encourage parents to share their child's interest and experiences from outside the setting.

Role of Subject Leaders

The role of the Subject Leader is to:

- Work with the Deputy Headteacher (Curriculum) to assist in providing a strategic lead and direction for their subject.
- Support and advise colleagues on issues related to the subject.
- Monitor pupil's progress in that subject area.
- Provide efficient resource management for the subject.

Monitoring and Review

Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented.

We have a named governor for Literacy, Numeracy, Science and Special Needs. The governor's liaise with the co-ordinators of these areas and are informed as to how the school delivers these subjects.

The Deputy Headteacher leading the "Curriculum" is responsible for identifying key actions to develop and update the curriculum ensuring progression, appropriate coverage and consistent monitoring.

The Headteacher is responsible for the day to day organisation of the curriculum and monitors the medium term plans for all teachers ensuring that all classes are taught the full requirements of the National Curriculum.

Signed: _____

Date: _____