

ALMONDSBURY CE PRIMARY SCHOOL



"Show me your way, Lord teach me your paths." Psalms (25.4)

CURRICULUM POLICY

The curriculum is the totality of pupils' learning experiences. At Almondsbury CE Primary School we believe that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability.

The taught curriculum is comprised of The National Curriculum and the wider curriculum. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning. The curriculum meets statutory requirements. It also includes the pupils' behaviour, attitudes and demeanour. 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.

This policy provides an overarching framework that translates the values and aims of the school into effective teaching and learning.

The policy

- Covers the National Curriculum, which provides the legal foundation and secures an entitlement for all pupils, and all that is learned in school, formally and informally, and within and beyond the school day
- Caters for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties
- Facilitates children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally, spiritually and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
- Creates and maintain an exciting and stimulating learning environment
- Ensures that each child's education has continuity and progression
- Ensures that high standards in all curriculum areas are provided and maintained
- Ensures that there is a match between the child and the tasks s/he is asked to perform
- Ensures Quality First Teaching along with differentiation of planning and use of alternative provision for the most able children and those on the Code of Practice
- Provides a broad and balanced creative curriculum
- Recognises the crucial role which parents play in their children's education and makes every effort to encourage parental involvement in the educational process
- Treats children in a dignified way.

Our curriculum provides

- deep and diverse challenging experiences
- learning that captures and enhances imaginative curiosity that aids development of resilience

- opportunities for all pupils to develop their pathways irrespective of their social, cultural or economic backgrounds
- reflection of Christian beliefs and values
- opportunities to develop skills and knowledge enabling pupils to flourish
- a love of learning
- skills and knowledge to ensure pupils are equipped for their continuing life journey.

The curriculum is taught through a variety of teaching structures, experiences and events

- Interactive learning and lessons
- Adaptive teaching methods in response to subjects and needs of the pupils
- Revisiting prior learning to consolidate and extend pupils' understanding
- Specific learning intentions and success criteria provided for pupils
- Teaching through high-quality texts to develop pupils' language and extend vocabulary
- High-quality questioning
- Quality modelling of concepts
- Use of resources to enhance pupils' understanding of concepts and teach through concrete, pictorial and abstract methods
- Challenging activities for all pupils
- Range of tasks to meet the needs of all pupils
- Quality teaching of application of knowledge and skills to enable pupils to solve problems and articulate reasons for methods and applications
- Enquiry based learning activities
- Inclusive and bespoke curriculum for pupils with additional needs and specific teaching sessions
- Use of assessment throughout learning and pupils' self-assessment
- Encouragement of pupils responding to feedback to improve their work
- Use of interactive learning walls to ensure pupils' understanding and work is celebrated as well as providing a learning aid for pupils
- High standard of personal development and nurturing support for all pupils
- Provide opportunities for taking risks and pushing boundaries
- Development and encouragement of creativity
- Quality immersion into learning through specific activity days and themed weeks to engage the pupils, as well as first-hand experiences outside of school
- Opportunities provided for pupils to develop their spirituality and reflection of the Christian values promoted by the school
- Develop agility, physical co-ordination and confidence in and through movement
- Develop physical and mental wellbeing and an awareness of the importance of a healthy lifestyle
- Understand the need for personal safety and well-being
- Praise and reward achievement, good behaviour and encourage maximum effort
- Promote a positive and productive working ethos and atmosphere reflected by all members of the school community
- Prepare pupils for the opportunities, responsibilities and experience of adult life.

Organisation and planning

The curriculum at Almondsbury is based on 5 key areas: Who we are and Keeping Healthy, The World Around Us, How the World Works, In the Past and Creative Arts. These themes form the basis of the topics taught within the curriculum. We believe that it is important to make the learning experiences of the children as relevant and interesting as possible in order to motivate and inspire them to learn. Therefore, we deliver our curriculum in a "topic-based" approach. There are 3 topics taught each year in the key phases. The school also implements 'Themed Weeks' as an integral part of the curriculum. There are 3 themed weeks per year.

We plan our curriculum in three phases. We agree a long-term plan for each key phase. 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. English and Maths objectives are taught within year groups as appropriate. Science is taught in year groups annually. All Foundation subjects' objectives are taught on a two-year rolling programme.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. This ensures there is the appropriate sequencing of learning and progression across the school. We ensure that pupils revisit prior learning so they can remember and do more than they could before. Teachers plan collaboratively to ensure parity across the key phase. This enables us to share ideas, good practice and subject expertise.

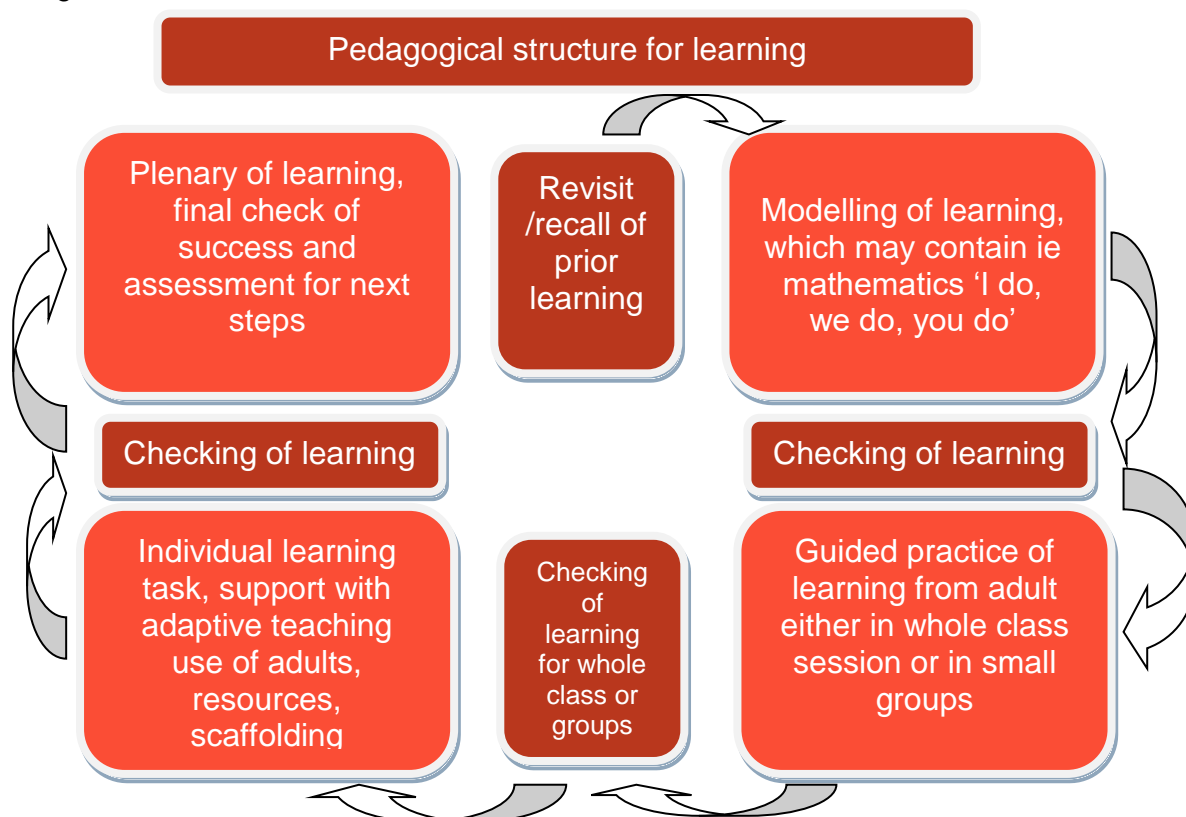
Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. English and Maths are planned on a weekly basis for each class. The planning is very thorough and includes links to key skills and reference to appropriate resources.

The plans indicate how the work will meet the needs of the pupils as well as the intended pupil outcomes. Some pupils are taught with their year groups with some children being withdrawn for small group support.

In the Foundation Stage we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals, and there is planned progression in all curriculum areas.

Pedagogy

We believe there is a clear pedagogy around the teaching of subjects which consists of the following:



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.

If a child has a special need, our school does all it can to meet that individual need. 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 if necessary, use the support provided by Teaching Assistants, and we involve the appropriate external agencies.

The school provides a Pupil Passport 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 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.

The Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the Foundation Stage. Our curriculum planning focuses on reaching the Early Learning Goals 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 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.

During the children's first term in the reception class, their teacher begins 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. Development Matters and EYFS Profile are used to assess children's progress during the year. This is recorded electronically and shared with parents termly.

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.

Key knowledge and skills

In our curriculum planning we aid children to develop their knowledge and key skills within the curriculum, 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 the development of knowledge and skill areas in order to develop to their true potential.

Curriculum teams

Staff work within Curriculum teams to ensure development and continuity of the curriculum areas. The teams provide a strategic lead and direction for the subjects support and offer advice to colleagues on issues related to the subjects; monitor pupil progress in that subject area; provide efficient resource management for the subject. Curriculum 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, leading individuals and staff meetings where appropriate.

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The assessment leader ensures that the progress of each pupil is tracked and that there is appropriate challenge support and intervention.

Monitoring and review

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

We have named governors for all areas of the curriculum. The governors liaise with the curriculum leaders of these areas, and monitor closely the way the school teaches these subjects areas and their action plans.

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

Additional Guidance

To reinforce and develop the aims and teaching and learning goals, we shall also

- Encourage and support further professional development for all staff
- Ensure all staff are aware of this and other policies
- Maintain termly liaison between staff and parents/carers
- Provide annual reports of children's progress to parents/carers
- Provide annual reporting of national statutory end of key stage assessments
- Encourage active involvement of parents/carers in school and the community
- Develop liaison between parents, governors and the school
- Develop liaison between the staff, governors, LA, outside agencies involved with the children's development and welfare
- Develop liaison with cluster schools and others within the LA
- Develop liaison with the wider community and the use of educational visits and invited visiting speakers and groups.

Policy to be reviewed on a three-year basis (or if there is a significant change to curriculum before that time).

January 2023