



HALE CE

PRIMARY SCHOOL

CURRICULUM POLICY

*H*heart of the Community

*A*cepting everyone

*L*ove of God and neighbour

*E*xcellence for all

Signed -----

Date-----

Signed -----

Date-----

This policy is monitored by the governing body and will be reviewed every year

POLICY FOR CURRICULUM

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 also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' - what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning enjoyable and memorable.

Through our school curriculum:

We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse 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, and we organise our curriculum to promote inclusion, cooperation and understanding among 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 want to enable each person to be successful, and we provide equal opportunities for all our pupils.

We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.

We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

Aims and Objectives

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 ICT;

to enable children to be creative and to develop their own thinking;

to teach children about the developing world, including how their environment and society have changed over time;

to help children understand the United Kingdom's cultural heritage and British Values;

to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;

to enable children to be positive citizens;

to fulfil all the requirements of the National Curriculum and the Diocesan Syllabus for Religious Education;

to teach children to have an awareness of their own spiritual development, and to distinguish 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 have respect for themselves and high self-esteem, and to live and work cooperatively with others.

Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan.. This indicates what topics are to be taught in each term throughout the year. We review this long-term plan on an annual basis. Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. We follow the objectives of the National Curriculum but we use some commercial schemes as a basis or starting point for planning, for example we use Abacus as a starting point for Maths planning. 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.

In all key stages we adopt an inter-disciplinary topic approach to curriculum planning. We endeavour to make meaningful links between subjects in a "research topic based" approach which is relevant to the children, engages their interests and enables them to apply their skills in Literacy, Numeracy, ICT, Art, DT etc. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas. Most importantly, planning includes a wide range of experiences and visits including extra-curricular activities.

The Curriculum and Inclusion

Our school is committed to equality. Therefore:

We do our best to ensure that everyone is treated fairly and with respect.

We make sure the school is a safe, secure and stimulating place for everyone.

We recognise that people have different needs, and we understand that treating people equally does not always involve treating them all exactly the same.

We recognise that for some pupils extra support is needed to help them to achieve and be successful.

We do our best to make sure that people from different groups are consulted and involved in our decisions, for example through talking with pupils and parents and carers, and through our School Council.

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this in consultation with their parents.

If children have additional needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more

severe, we consider the child for an Education Healthcare Plan, and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

The school provides a personal support plan (PSP) for each of the children who are on the SEND Register. This sets out the nature of the special need, and outlines how the school will aim to address it. The PSP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

We welcome our duty under the Education and Inspections Act 2006 to promote community cohesion.

Under the Equality Act 2010 we welcome our general duty to eliminate discrimination, to advance equality of opportunity and to foster good relations; and our specific duties to publish information every year about our school population; to explain how we have due regard for equality; and to publish equality objectives which show how we plan to tackle particular inequalities, and reduce or remove them.

Similarly in accordance with the Equality Act 2010 we aim to make sure that no-one experiences less favourable treatment or discrimination because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their gender identity or reassignment; their marital or civil partnership status; being pregnant or having recently had a baby; their religion or beliefs; their sexual identity and orientation.

We welcome the general principles of the United Nations Convention on the Rights of the Child (UNCRC) and accordingly have regard in particular for the needs of children and young people who are disadvantaged and vulnerable, and their parents and carers.

We are conscious of the importance of narrowing gaps in achievement which affect, amongst others: pupils from certain cultural and ethnic backgrounds, pupils who belong to lower-income households, pupils who are disabled, pupils who have special educational needs, boys in certain subjects, and girls in certain other subjects.

The Foundation Stage

The curriculum that we teach in the reception class meets the requirements of the current guidelines for EYFS. Our curriculum planning focuses on the Early Learning Goals, (as set out in these documents), and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well planned and 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 various nurseries and other pre-school providers in the area. Each term in the reception class, the teacher will assess the skills development of each child, and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

Key Skills

The following skills have been deemed 'key skills':

communication;

application of number;

information technology;

working with others;

improving one's own learning and performance;

problem-solving.

In our curriculum planning, we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

5 Rs and Life-Long Learning

At Hale CE Primary we encourage our pupils to become keen, confident independent learners, able to pursue their own education and development. A life-long learner is someone who can, and does, keep learning effectively throughout their life. Our aim is to develop successful learners who are keen, confident and able to pursue their own education and development.

In order to do this, we teach the pupils the 5 Rs of learning: resilience, responsibility, resourcefulness, reasoning, reflectiveness.

Throughout the term we focus on the 5 'Rs' where the children are encouraged and recognised for carrying out the attributes. One child in every class is recognised on a weekly basis and presented with a certificate or sticker of achievement.

Resilience shows in keeping going, trying again and managing your feelings about learning and the people you are learning with.

I can keep going and stick at it

I can concentrate

I can try another way

I can try again

I like to be challenged

I don't give up

I can come back later and carry on

Responsibility shows in your self-awareness in learning, taking ownership of your learning and being able to work alongside others.

I can get on with my work without making a fuss I can work on my own

I can work and learn with others

I get my homework done on time

I can set my own targets

Resourcefulness is characterised by learning with and from others, learning creatively in different ways, being flexible, applying what you've learned.

I can find and use information

I can learn from others

I can use skills I have already learned

I can try another way

I can make choices

Reasoning shows in thinking carefully about problems and checking our thinking as we go.

I can concentrate	I can take time to think and chose
I can try different ways	I can discuss and share my ideas with others
I can check my answers and results to see if they are "reasonable"	

Reflectiveness shows in looking back, improving your learning and practising.

I can talk through what I did	I can evaluate my work
I can see how to improve next time	I can think about what I want to learn next
I can share my work with others, how it went and what I learned	

The Role of the Subject Leader

The role of the subject leader is to:
provide a strategic lead and direction for the subject;
support and advise colleagues on issues related to the subject;
monitor pupils' progress in that subject area;
provide efficient resource management for the subject.

Wherever possible, the school gives subject leaders non-contact time each term, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which 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 the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work. The subject leader may also keep a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

Monitoring and Review

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

There is a named governor assigned to each of the following areas: literacy and numeracy. These governors liaise with the respective subject leaders, and monitor closely the way in which these subjects are taught. There is also a named governor assigned to special needs, who liaises with the SEN coordinator, and monitors the ways in which special needs are addressed.

The Headteacher has overall responsibility for the organisation of the curriculum. As part of the monitoring process the Subject Leaders and HT monitor planning for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. Subject leaders monitor the way in which their subject is taught throughout the school and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed. A breakdown of the Curriculum Year by Year can be found on the school website: hale.halton.sch.uk