



Curriculum Policy

Our aspiration is that Thorndown Primary will be an outstanding school.

We value and respect everyone in our community and work as a team to:

- Provide learning experiences which support and inspire high achievement for all
- Ensure a caring, safe and welcoming environment
- Promote co-operative and responsible attitudes to make a positive contribution
- Actively encourage independence and confidence to thrive in a changing world

“Happy, Healthy, High Achievers”

Approved at Learning & Development Committee meeting on: 5 May 2016

Review Period: One Year

Date for next review: Summer 2017

Curriculum Policy

1 Introduction

- 1.1 Our school's curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the Early Years Foundation Stage Curriculum and the New 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.
- 1.2 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 fun.

2 Values

- 2.1 Our school curriculum is underpinned by a, “Success for All” approach. 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.

3 Aims and objectives

- 3.1 The aims of our school curriculum are below:
- The young people at Thorndown Primary should embrace opportunities to celebrate difference, show compassion, work together, understand compromise and actively contribute to our community and the diverse world around them.
 - Our pupils will develop confidence and self-belief through being connected and actively involved with their own learning.
 - Our curriculum empowers all pupils to achieve by encouraging active involvement, promoting independence, resilience and risk taking.
 - We aim to develop lifelong learners with a thirst for new knowledge, who are able to be informed decision makers as they lead full and satisfying lives.
 - Pupils at Thorndown should be positive in their own identity.
 - All members of Thorndown Primary School will have pride in the quality of their achievements and strive for personnel excellence.
 - Our Curriculum gives opportunities for British values to be promoted so pupils are prepared for life in modern Britain.
 - 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 be positive citizens in society and to feel that they can make a difference;
- To enable children to understand and respect other cultures;
- To fulfil all the requirements of the National Curriculum and the Locally Agreed syllabus for Religious Education;

4 Organisation and planning

- 4.1 We plan our curriculum in four phases, Phase 1 (Foundation Stage), Phase 2 (Y1 and Yr2), Phase 3 (Y3 and Y4) and Phase 4 (Y5 and Y6). Each year group plans a curriculum plan for the academic year. Year group staff collaborates, in order to share topic ideas and make links between areas of the curriculum and whole school events, e.g. focus days or weeks. Outdoor learning is promoted throughout all subjects.
- 4.2 Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. Our medium-term planning is directly linked to National Curriculum expectations from the guidance documents.
- 4.3 Our short-term plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives and success criteria for each session, and to identify what resources and activities we are going to use in the lesson.
- 4.4 Throughout the school, we aim to link the topics of various subjects to all planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the Early Years Foundation Stage Curriculum and the National Curriculum, and there is planned progression in all curriculum areas. However, there are instances where subjects are taught more discretely.

5 The curriculum and inclusion

- 5.1 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 parents.
- 5.2 If children have special 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 a particular learning or physical need, 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 may involve SENCO and the appropriate external agencies to support and in making recommendations and assessments. We always provide additional resources and support for children with special needs.
- 5.3 The school provides a personalised Learning Plan (PLP) for each of the children who have a Statement of Educational needs or the new Educational Health Care Plan (EHP) and any children who are recognised as needing school support. The PLP promotes the child's strengths and gifts as well as setting targets for improvement and identifying support and resources required. PLPs are monitored and reviewed at regular intervals

- 5.4 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

6 Early Years Foundation Stage

- 6.1 The curriculum that we teach in the Foundation Stage meets the requirements set out in the Early Years Foundation Stage Curriculum. Our curriculum planning focuses on the Characteristics of Learning, Developmental Matters and Early Learning Goals expectations, 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 and structured activities.
- 6.3 Each term, the practitioners will assess the skills development of each child, and record this in the Learning Journey files. 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 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.

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 one's own learning and performance;
 - problem-solving.
- 7.2 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.

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 advise colleagues on issues related to the subject;
 - monitor pupils' progress in that subject area;
 - provide efficient resource management for the subject.

9 Monitoring and review

- 9.1 Our governing body's Learning and Development committee is responsible for monitoring the way in which the school curriculum is implemented. This committee reviews each subject area during its 3 year cycle of review and development.
- 9.2 The deputy headteacher is responsible for the day-to-day organisation of teaching and learning and is the curriculum lead, overseeing curriculum development planning. The headteacher and deputy headteacher organise the monitoring of teaching and learning as well as curriculum development, and receive feedback from subject leaders.
- 9.3 Subject leaders also monitor the way in which 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.

10. Long term Curriculum Plans

Our long term curriculum plans for each year group are available on our website.