



Colvestone Primary School

Thomas Fairchild Community School

Curriculum Policy

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Curriculum Policy

1. Rationale

Colvestone and Thomas Fairchild are learning environments in the heart of their community. The curriculum is all the planned learning experiences that are organised in order to promote learning and personal growth and development. The schools promote care and respect and expect high standards in all aspects of the children's learning journey. It includes not only the formal requirements of the National Curriculum, but also the range of other activities that the school organises in order to enrich the experience of the children that attend.

Our aim is to meet the needs of all of the children who attend preparing them for adult and working life in the 21st century.

2. Vision

The educational vision and curriculum design for Colvestone and Thomas Fairchild recognises that:

- The current National Curriculum defined in subject terms is not always well suited to equipping every child with the knowledge, skills and understanding they will need for maximising their holistic potential and a fulfilling adult life.
- Curriculum delivery should involve a greater use of adults other than teachers. These could include support staff, graduates, artists and people from industry and business to support curriculum delivery.
- The world of 2020 will be very different to the world of today.
- The pace of change is increasing, hence the importance for flexibility.
- Children have, and will have increasingly, greater access to information and learning material independently of school.

The curriculum policy is based on the following aims, to:

- Have children at its core, putting their interests above those of the institution.
- Have a curriculum that is fit for purpose, offering differentiation, challenge, creativity and personalisation.
- Be a centre of excellence in learning and teaching.
- First achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Value vocational and academic routes equally.
- Nurture the talents of all and celebrate success.
- Involve the local and wider community.
- Involve parents/carers and families.
- Be in a learning environment that is above all else inspiring.

3. Curriculum

3.1 Curriculum aims

The curriculum aims to promote and provide equality of opportunity regardless of

- age
- gender
- ethnicity
- religion

The curriculum aims to inspire and challenge all learners and prepare them for the future. The school aims to develop a coherent curriculum that builds on the children's experiences and helps them to become successful learners, confident individuals and responsible citizens.

The curriculum aims to support children in:

- achieving high standards and make good/excellent progress.
- enabling those not achieving age-related expectations to narrow the gap and catch up with their peers.
- moving towards to more easily progress based on ability not age and to be able to enter students for public examinations when they are ready rather than dictated by age.
- having and be able to use high quality personal, learning and thinking skills and become independent learners.
- having and be able to use high quality functional skills, including key English, maths and computing skills.
- being challenged and stretched to achieve their potential.
- enjoying and be committed to learning.
- valuing their learning outside of the curriculum and relate to the taught curriculum.
- engaging in enrichment activities during House Time which support the taught curriculum.

3.2 Children with special educational needs

The curriculum is designed to provide access and opportunity for all children who attend the school. Where necessary, adaptations to the curriculum are made in order to meet the needs of individual children.

If a child has a special need, the schools do all that they 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 class organisation. If a child's need is more severe, if necessary, support is provided by Learning Support Assistants, and involvement from the appropriate external agencies.

The schools provide a School Support Plan (SSP) 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 progress can be reviewed and monitored at regular intervals.

3.3 Early Years Foundation Stage

The curriculum taught in the nursery and reception classes meets the requirements set out in the Statutory framework for the Early Years Foundation Stage March 2014 Effective September 2014 and Development Matters in the Early Years Foundation Stage 2012. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document. The schools fully support the principle that young children learn through play, and by engaging in well-planned structured activities. Both classes have curricular experiences based on the whole school theme.

3.4 Design

Our curriculum is designed to fully meet the requirements of the new National Curriculum and Early Years Foundation Stage Curriculum. We also ensure that we provide rich learning opportunities, which challenge, deepen and extend children's understanding.

The taught curriculum has at its foundation a cross curricular approach, which incorporates objectives from the National Curriculum and the Early Years Foundation Stage Curriculum. This has enabled us to maintain a creative and engaging approach to all areas of the taught curriculum.

The curriculum cycle

The curriculum cycle lasts for two years and consists of the following topics:

Cycle A: Autumn Term: Heritage – African/World History Focus

Spring Term: The Elements

Summer Term: Transport and Travel

Cycle B: Autumn Term: Heritage – British History Focus

Spring Term: The Animal Kingdom

Summer Term: Food

Within the monitoring and review cycle the contents of the curriculum are reviewed. Through consultation with staff, pupils and governors the impact of the curriculum content on Teaching and Learning is assessed and where appropriate changes are made.

The Curriculum Working Party

The Curriculum Working Party consists of members of the Senior Leadership Team, Subject Leads and includes teachers with experiences from across the three key stages.

The Curriculum Working Party meets termly and designs the long term planning for the termly topic. When planning the curriculum, the Working Party ensures 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.

In order to cover the curriculum a pupil may concentrate in one term on a topic where history is the main focus, and then switch to a greater emphasis on geography/science in the next term.

Over the three terms of the academic year, each pupil has the opportunity to experience the full range of National Curriculum subjects and Early Year Foundation Stage areas.

English

To support the delivery of the curriculum, each year group is given a class book, which relates to the whole school topic. Where the class book is a novel, every pupil is given a copy and where appropriate, holiday or weekly homework, makes reference to the class book.

The book is sometimes used to support English planning and or as a reference book in the class to support pupil's understanding of the topic.

Focus Weeks

There are number of dedicated thematic weeks including British History Week, Anti-Bullying Week, Work Week and I-Discover Week.

House Time

During House Time on a Monday, children have the opportunity to engage in the target setting process. Reviewing and creating personalised targets for English, Maths and Behaviour.

At Colvestone, three of the five House Teams remain in class, whilst in class children set targets or take part in learning experiences which may include links to the topic, English and maths.

The other two House Teams take part in a House Time experience which promotes either physical activity or creativity. Out of class experiences are delivered by specialists such as Drumming and Dancing Teachers, Cricket coach and Yoga Teacher.

Modern Foreign Language

The modern foreign language taught in both schools is Spanish. Children in Reception to Year 6 take part in weekly Spanish lessons, delivered by a Specialist Spanish teacher. Children learn common phrases and everyday words and links are made to the whole school topic.

Resources

The resourcing of the curriculum is supported by a range of external agencies. The schools subscribe to the Islington Library Service. This service provides a range of resources such as artefacts and literature to support the curriculum.

The curriculum outcomes

The curriculum will:

- fulfil statutory requirements.
- enable students to fulfil their holistic potential.
- meet the needs of children, of all abilities who attend.
- provide equal access for all children to a full range of learning experiences beyond statutory guidelines.
- help children develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.

- foster teaching styles which will offer and encourage a variety of relevant learning opportunities.
- help children to use language and number effectively.
- help children develop personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life.
- help students understand the world in which they live.

4. Roles and responsibilities

4.1 The headteacher will ensure that:

- all statutory elements of the curriculum have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed. (Related policies: Teaching and Learning Policy and Assessment for Learning Policy)
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors' annually.
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the national curriculum.
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the pupils are making and what is required to help them improve.
- the governing body is fully involved in decision making processes that relate to the breadth and balance of the curriculum.
- the governing body is advised on statutory targets in order to make informed decisions.
- The governing body will ensure that:
- it considers the advice of the headteacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- progress towards annual statutory targets is monitored.
- it contributes to decision making about the curriculum.

4.2 The Curriculum Working Party will ensure that:

- They have an oversight of curriculum structure and delivery within the different key stages.
- Curriculum overviews will contain curriculum detail on: context, expectations, key skills, learning intentions, success criteria, learning activities/learning experiences, differentiation and resources. Reference is made to the National Curriculum and Early Years Foundation Curriculum.
- Reference is made to the National Curriculum and Early Years Foundation Curriculum. The school uses the local education authority Religious Education Agreed Syllabus. In terms where there is need for a School Designed Unit, links are made with topic learning. For example during the curriculum cycle, where 'Food' is the whole school topic, the focus learning could be about the different religious diets and celebrations which have food at the centre.
- The curriculum is monitored and reviewed on a regular basis.
- Levels of attainment and rates of progression are discussed with the Senior Leadership Team and Subject coordinators on a regular basis and that actions are taken where necessary to improve these.
- Curriculum learning encourages progression at least in line with national standards.

- They share best practice with colleagues in terms of curriculum planning and delivery.
- Levels of attainment and rates of progression are discussed with the Senior Leadership Team and Subject coordinators on a regular basis and that actions are taken where necessary to improve these.
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4.3 Coordinators of subjects, Teaching staff and learning support staff will:

- Ensure that the curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
 - Have access to, and be able to interpret, data on each pupil to inform the design of the curriculum in order that it best meets the needs of each cohort.
- Share and exchange information about best practice amongst their colleagues across the partnership and through external networks, resulting in a dynamic and relevant curriculum.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their pupils and how best to address those needs and engage them.
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

4.4 Pupils will:

- Be treated as partners in their learning, contributing to the design of the curriculum.
- Have their individual needs addressed, both within Colvestone and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- Be given additional support if they start to fall behind in their learning, helping them get back on track quickly.

4.5 Parents and carers will:

- Be consulted about their children's learning and in planning their future education.
- Be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- Be informed about the curriculum on offer through termly curriculum newsletters.

5. Monitoring, evaluation and review

The governing body's Curriculum Resources Committee are responsible for monitoring the way the school curriculum is implemented. We have named governors for key areas of the curriculum. The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.

The headteacher is responsible for the day to day organisation of the curriculum. The headteacher and members of the Senior Leadership Team monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum and The Early Years Foundation Stage Curriculum.

Subject leads monitor the way their subject is taught throughout the school. Subject leads also have responsibility for monitoring the way in which resources are stored and managed.

Policy written

August 2016

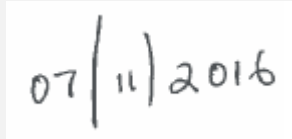
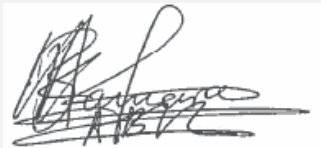
Adopted by Governing Body

**Governing Body Curriculum
lead Governor(s)**

Curriculum Resources Governors

Review date

July 2018



The Governing Body has reviewed this policy with careful consideration of our approach to the Curriculum taught in both schools, September 2016. We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools.