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Statutory	HT /Curriculum Committee	Curriculum Committee	13 th June 2012	June 2015



Fairfields Primary School

Curriculum Policy

Aims

At Fairfields Primary school, we are committed to ensuring that we meet the needs, talents and aspirations of all our children so that they make the best progress that they can and achieve their potential for living and learning. We aim to do this through the provision of a rich, exciting, purposeful and enjoyable curriculum that prepares children for adult life and inspires in them a desire to continue learning throughout life.

We aim to build a broad and balanced curriculum that:

- Builds on children's strengths, interests and experiences so that they enjoy their education and achieve well
- Caters for all children regardless of ability, ethnic or social background, or gender
- Promotes equality of opportunity and develops an understanding of the rights of others as outlined in the UNCRC
- Develops children's confidence to learn and work both independently and collaboratively, with a wide range of their peers
- Provides opportunities to be creative, innovative and enterprising and capable of leadership for future economic well-being
- Develops children's physical skills as well as an understanding of the importance of pursuing a healthy lifestyle and keeping themselves and others safe
- Develops spiritual awareness and aesthetic appreciation
- Develops children's awareness and understanding of the environments in which they live and make a positive contribution to the community locally and globally
- Helps children to form and maintain worthwhile and satisfying relationships
- Develops a wide range of learning attributes that enable children to respond positively to opportunities, challenges and responsibilities, to manage risk and to cope with change and adversity
- Works in partnership with parents, and others in the community
- Satisfies the requirements of the National Curriculum and the local syllabus for religious education

Objectives

Our curriculum is planned to promote first and foremost, basic skills in speaking, listening, reading, writing, mathematics, science and ICT. While some subjects will be taught discretely, others will be planned and taught in a cross-curricular way, but the key skills, knowledge and understanding to be taught will be clearly identified.

Through our curriculum, we aim to develop children's cognitive learning skills such as reasoning, evaluation creativity, enquiry, problem-solving and information processing as

well as affective learning skills such as self-awareness, empathy, motivation, social skills and self-esteem.

We believe that high quality learning to promote all of these skills can be enhanced through providing first hand experiences for children including, but not exclusively:

- Off-site visits e.g. theatre, historic sites, seaside, rivers, local area, science centres etc
- Opportunities to take part in a range of activities in school or at home, using, for example Mathletics or Wizkids
- Opportunities to work with specialists e.g. scientists, authors, musicians, sports coaches
- Use of the allotment and other planted areas
- Opportunities for cooking
- Opportunities to take part in competitive sports events
- Opportunities to perform in drama or musical events
- Provision of a wide variety of extra curricular activities
- Opportunities to spend time away from home engaged in adventurous activities

Curriculum Planning Guidelines

Staff will plan in teams following the school's long term plans for each year group.

These are based on the Early years Foundation and the statutory requirements of the Programmes of Study of the National Curriculum for Key Stages 1 and 2 and the locally agreed syllabus for RE (Living Difference).

When planning, the following should be considered:

- The aims of the school
- Curriculum subject and aspect policies
- The key skills, knowledge and understanding that needs to be taught , bearing in mind individuals' starting points
- Development of thematic and cross curricular links to enrich the curriculum, including opportunities to extend English, maths and ICT across the curriculum
- Development of opportunities to extend children's understanding of the articles within the United Nations Convention on the Rights of the Child
- Themes should enrich the curriculum and, as far as possible, be rooted in purposeful, meaningful real life events or end products
- Purposeful cross curricular links may be formed where:
 - Subjects that share common or related knowledge, skills and understanding can be combined
 - One subject provides the stimulus for work in another eg work in music or dance provides a stimulus for work in art
 - The knowledge, skills and understanding from one subject can be applied to another eg using ICT applications in other curriculum areas
- The curriculum should be structured over half a term or a term so that it follows a well designed sequence of learning allowing for all to make progress

Long Term Planning

This will take the form of curriculum maps covering all subjects for Key Stage 1 and Key Stage 2.

For each subject, these maps will identify:

- Blocked units of work for each curriculum area
- The cross-curricular links within units of work

Medium Term Planning

For foundation subjects, ICT, Science and RE, this will provide:

- A session-by-session outline for each blocked unit of work, establishing progression of objectives and expected outcomes
- A supplementary breakdown of QCA units into lessons where necessary
- Notes of resources needed
- Expected pupil outcomes for the unit

Medium term plans may be based on planning previously undertaken and will stand in place to be used in successive years.

For Literacy and Numeracy, national frameworks and children's needs will provide the basis for weekly planning.

Short Term Planning

This will be undertaken on a weekly basis for Numeracy and Literacy. It will:

- Set out specific daily objectives
- Outline teaching input and key questions for each part of the lesson
- Outline differentiated tasks for groups of children
- Include notes of teacher focus and use of support staff
- In maths will show clear assessment for learning before, during and after each lesson

Short term planning may be modified by year teams in light of day-to-day evaluation. It may contain homework activities.

Roles and responsibilities

Class teacher

Each teacher is responsible for the planning and delivery of the curriculum to their class.

In addition, each teacher (other than Newly Qualified Teachers) takes responsibility for managing an area of the curriculum within the school. This role will entail:

- Maintaining up-to date knowledge of new developments by reading and attending courses
- Identifying spending priorities and managing resources in consultation with colleagues
- Making arrangements for the most effective storage and care of learning resources and ensuring that defective resources are repaired or replaced
- Writing their area of the school improvement plan and ensuring that the improvement points are completed
- Supporting other staff by disseminating skills and knowledge in staff meetings or Inset days and offering advice on request at other times
- Reviewing the subject specific policy
- A review of schemes of work to ensure that these provide breadth, balance, relevance and continuity - re-writing with colleagues as necessary
- Review of systems of record keeping and assessment and making any changes to practice necessary

- Monitoring pupils' work to ensure continuity and progress
- Monitoring of lessons where appropriate and sharing findings
- Maintaining subject portfolio and subject manager's file

Headteacher

The headteacher will ensure that:

- The curriculum meets the statutory requirements and reflects the aims and objectives of this policy and of the school
- The amount of time provided for the curriculum is adequate to meet the needs of the children
- The curriculum meets the needs of individual pupils eg through the use of support/intervention programmes as required
- Procedures for assessment, recording and reporting meet legal requirements and that children and their parents/carers receive information on progress made and targets set
- The Curriculum Committee is kept informed of changes to statutory requirements and how these will be managed within school
- The Governors are kept informed of end of Key Stage targets and progress towards these
- Regular evaluations of planning, teaching, learning, children's work and display take place, alongside discussions with pupils in order to monitor the curriculum

Governing Body

The governing body will ensure that:

- It considers the advice of the headteacher
- Progress towards end of Key Stage targets is monitored
- National Curriculum test and teacher assessment results are sent to parents/carers and published in the school prospectus
- It is aware of the breadth and depth of the curriculum and can participate in decisions related to the curriculum in an informed way

This policy should be read in conjunction with the following policies:

- Assessment
- Teaching and Learning
- Subject specific
- Marking
- Setting out
- SEN
- Able Pupils
- Single Equality Statement and associated policies
- Learning Environment