



KILLINGHALL CE PRIMARY SCHOOL

Curriculum Policy Statement

This policy applies equally to the Foundation Stage (Reception Class), Key Stage 1 and Key Stage 2

Introduction

Killinghall CE Primary School is committed to ensuring that the curriculum is broad and balanced, in order that the needs of all children are provided for, whatever their gifts and talents. Our curriculum gives pupils a vast experience of mathematical, scientific, linguistic, technological, physical and creative education.

We believe in a curriculum that inspires and broadens children's experiences and passion for learning. This belief drives what happens at our school. We are dedicated to ensuring that the children develop a real love of learning. We believe that we have a duty to help every child to become a rounded individual who is able to play their full part within an ever changing society.

Our approach to education is holistic; we are concerned for the whole child – mind, body and spirit. We offer an exciting and challenging curriculum for all. We set high standards and expect each child to give of their best, but we ensure that this is always with a smile.

We celebrate our pupils' achievements in all areas and recognise that all have different strengths and talents. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning. The curriculum meets statutory requirements. All children have a right to an appropriate curriculum regardless of sex, race, disability, religion or belief.

This policy should be read in conjunction with the Curriculum Vision statement and drivers agreed to be used from Sept 2014.

The general aims of the Curriculum are:

- to help each child reach his/her potential and inspire her to achieve their personal best in every subject by providing a broad and enriched curriculum which encourages a love of learning that goes beyond what is taught.
- to ensure that pupils develop the essential literacy, speaking and listening, and numeracy skills
- to promote basic skills in all areas of the curriculum
- to promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- to provide pupils with a full and rounded entitlement to learning
- to inspire pupils to a commitment to learning which will last a lifetime;
- to foster pupils' creativity and develop essential skills, including learning skills to promote a healthy lifestyle
- to give an informed perspective about the role of the individual in the community, in society, in Europe and in the World
- to promote high standards in all learning and teaching
- to prepare for the future in an increasingly technology dependent world
- to encourage pupils to become self-motivated learners and confident communicators
- to promote spiritual development
- to develop the personal and social skills of each child
- to promote a Church of England School ethos
- to provide equality of access and the opportunity for all pupils to make progress

The school's curriculum includes all those activities designed to promote the intellectual, personal, social, physical, spiritual and moral development of our pupils. It prepares our pupils for the opportunities, responsibilities and experiences of adult life. It includes not only the formal programme of lessons but the informal programme which includes our array of extra-curricular activities and all the features contributing to the ethos of the school.

The curriculum is planned effectively, providing continuity and progression. The timetable ensures that there is a balance between all the curriculum areas. It promotes an enjoyment of learning and a commitment to learning and achieving. Through the provision of rich and varied activities we hope to:

- ✓ encourage the best possible progress and the highest attainment for all pupils;
- ✓ enable pupils to make connections across different areas of learning;
- ✓ help pupils to think creatively and solve problems;
- ✓ develop pupils' capacity to learn and work independently and collaboratively;
- ✓ enable pupils to respond positively to opportunities, challenge and responsibility;
- ✓ enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

The Organisation of the Curriculum

We use a skills based theme approach to curriculum planning. We have a four year planning cycle with whole staff meetings to plan each individual terms work. The whole school works on the same 'theme' at one time taking appropriate areas to ensure skills progression and National Curriculum coverage. A single whole school overview is created that leads into individual classes medium term plans that contain the detail of the work to be covered with a progression of learning objectives and skills. The plans indicate how the work will be differentiated and what the pupil outcomes will be.

Literacy and Numeracy are linked to the theme where appropriate. Short term planning is carried out in detail for literacy and numeracy using an agreed format.

The children are taught with their mixed age class groups with some children being withdrawn for small group intervention.

The North Yorkshire Science and RE schemes of work are followed.

Music from Year 1 to Yr 6 is taught by a specialist music teacher who visits the school on Friday morning as part of our 'arts morning'.

We have a designated sports' afternoon, during which all children from Yr 1 upwards will take part in a swimming activity and a sports coached activity. This is combined with an hour class teacher led PE lesson at another time in the week.

The Foundation Stage curriculum is based upon the Early Years curriculum and French is also introduced through games and songs. Each area has time and resources to make its specific contribution to the curriculum as a whole. Cross-curricular links are pursued where possible and desirable. (See EYFS Policy).

Continuity within the curriculum from Reception through to Year 6 is monitored, assessed and evaluated by subject leaders and the Headteacher. Regular staff meetings are held to ensure that all curriculum areas are given the correct level of importance.

Teachers have high expectations of their pupils and use a range of teaching methods. Shared experience between teachers and learners should be developed with the promotion of the view that learning is enjoyable, stimulating, rewarding and confidence-building.

Roles and Responsibilities

The Headteacher has overall responsibility for the leadership of the curriculum and delegates responsibility to subject leaders.

Subject leaders ensure that the curriculum has progression and appropriate coverage.

Class teachers are responsible for writing the medium term plans and liaising with each other over the content and delivery of work. They evaluate and monitor standards in their class.

Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year groups.

The teachers ensure that the progress of each pupil is tracked and that there is appropriate challenge support and intervention. Subject leaders and the Headteacher monitor and evaluate tracking.

The Governors monitor the success of the curriculum at strategy committee level and at whole Governing Body meetings through the termly Headteacher's report.

Policy approved by Governors Sept 2014