

St Mark's CE Primary School

Ramslye Road
Tunbridge Wells
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Curriculum Policy

Headteacher: Robin Dungate
Chair of Governors: David Hill

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Signed by Chair of Governors

Date

1 Introduction

1.1 The 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 range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential to live happy, fulfilling and successful lives.

2 Values

2.1 Our school curriculum is underpinned by the Christian values that we promote at our school. 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 These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes Respect for the views of each individual child, as well as for people of all 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. We organise our curriculum so that we promote co-operation and understanding between 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 aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations as well as our own.
- We value independent learning as a life skill and our curriculum reflects and provides opportunities for this.

3 Aims and objectives

3.1 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 provide a broad and balanced curriculum which excites and inspires the children.
- to enable children to be creative and to develop their own thinking.
- to enable children to recognise and utilise their own best learning style.
- to teach children about their developing world, including how their environment and society have changed over time.
- to help children understand Britain's cultural heritage.
- to enable children to be positive citizens in their community and wider society.
- to fulfil all the requirements of the National Curriculum and the Rochester Diocese / Kent Agreed Syllabus for Religious Education.
- 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 to have high self-esteem, and to be able to live and work co-operatively with others.

4 Organisation and planning

4.1 We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We regularly review our long-term planning.

4.2 In our planning we give clear guidance on the objectives, success criteria and teaching strategies that we use when teaching each unit. We follow the National Curriculum for English and Mathematics and we take our planning directly from the guidance documents.

4.3 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 and success criteria for each session, and to identify what resources and activities we are going to use in the lesson.

4.4 In the Foundation Stage and at Key Stages 1 and 2 where possible we adopt a topic approach to curriculum planning. We plan the curriculum carefully and progressively, so that there is coherence and full coverage of all aspects of the six areas of the Early Years Foundation Stage and the National Curriculum programmes of study.

5 Children with Special Needs, including More Able and Talented Pupils

5.1 The curriculum in our school is designed to provide access and opportunity for all children. We always provide additional resources and support for children with special needs.

5.2 If a child has a special educational need, our school does all it can to meet those needs. If staff or parents or carers raise a concern about a child, the school will arrange for an assessment to be made under advice from the SENCo. In most instances the teacher is able to provide additional resources and educational opportunities which meet the child's needs within the normal class organisation. Support staff or specialist teachers may be used to assist the child.

5.3 If a child is working at the extension level they will be given open-ended questions and tasks and encouraged to follow lines of thought independently, as stated in our More Able and Talented Pupils policy.

6 The Foundation Stage

6.1 The curriculum that we teach in the Early Years class meets the requirements set out in the revised Early Years Foundation Stage Curriculum.

6.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Early Years class builds on the experiences of the children in their pre-school learning. We build positive partnerships through visits by the Foundation Stage teacher to a range of other local nurseries and through other professional liaison.

6.3 During the Foundation Stage, the teacher makes continual observations to record the children's progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and carers and the Governing Body.

6.4 We are well aware that all children need the support of parents and carers and teachers to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child's progress through the Learning Journey.

7 The role of the subject leader

7.1 The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time where necessary, so that they can carry out the duties involved with their role. It is the responsibility of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way 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 their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

8 Monitoring and review

8.1 A Governors' Pair is responsible for monitoring the way the school curriculum is implemented and governors are involved in activities such as RE/Worship, learning walks, scrutiny of work and planning, SEN provision mapping, marking scrutiny, assessment and pupil progress analysis.

8.2 We have named link Governors for all classes.

8.3 The class teacher is responsible for the day to day organisation of the curriculum. The headteacher monitors the lesson planning of all teachers during the year.

8.4 Subject leaders monitor the way their subject is taught throughout the school.

The teachers are responsible for the medium and long-term planning which is shared with the subject leader. Subject leaders also have responsibility for the purchase, storage and management of resources.