



Measham Church of England Primary School Curriculum Policy 2015

Introduction

- Curriculum refers to the means and materials with which students will interact for the purpose of achieving identified educational outcomes.
- At Measham CE Primary School we believe that our curriculum should be exciting, engaging, broad and balanced and meet the needs of all children.
- We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning.
- Our curriculum should meet the statutory requirements set out in the National Curriculum but be built upon our Christian Values of Love, Peace, Thankfulness, Hope, Perseverance and Respect.

Aims

We would like our curriculum to help our children to develop;

- **Hope** through having high aspirations for themselves and others.
- A **Love** of learning and discovering of new ideas.
- A **Love** for themselves, their peers and all others through their social interactions.
- **Thankfulness** for their abilities in school and the experiences they are able to partake in.
- A sense of **Peace** and accomplishment through being given time to complete tasks to the best of their abilities.
- **Perseverance** to be able to continue with a problem when it becomes difficult and find a solution that doesn't necessarily appear immediately.
- To have **Respect** for their own and others accomplishments and efforts.

We aim for our curriculum to;

- to develop children's abilities and motivation to read widely and often;
- to give children the skills to write competently
- to enjoy creative writing and producing quality written pieces.
- to enable children to solve mathematical problems effectively and efficiently;
- to enjoy mathematical investigation and the interpretation of data;
- allow children to develop a knowledge of themselves in time and space;
- enable children to acquire knowledge and skills in science;
- enable children to be confident in the use of ICT, computing and digitally literate, ready for future changes;
- give children the opportunity to learn to play a musical instrument;
- promote spiritual development;
- promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- enable children to be aware of the importance of and participate in the arts and related cultural themes;
- enable pupils to develop moral sensibility through carefully taught values;
- develop the personal and social skills of each child;
- provide equality of access and the opportunity for all pupils to make progress;
- to discover where their individual talents lie;
- prepare pupils for the opportunities, responsibilities and experience of adult life.

We aim 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;



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Planning

Teachers plan the coverage of the subject area in Long term planning, using the EYFS Framework and the Chris Quigly Essentials curriculum as the basis for coverage in four key groups within the school; EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. They then refine these ideas in a more specified medium term plan, giving detail to how the given learning objectives will be demonstrated in topic based work. Teachers will then use their own short term planning templates to ensure they are achieving the coverage required, have differentiated learning opportunities for all children in the group and ensure there is opportunity for children to demonstrate the expected outcomes at the different depths of understanding. (Basic, Advancing and Deep)

The role of the Subject Leader

A confident and enthusiastic subject leader is essential for a subject to be championed in school. We aim for our subject leaders to move their subjects forward by supporting colleagues in their delivery, assessment and application of the subject area. Subject leaders are held to the following expectations;

- Ensure that there is as up to date policy and scheme.
- Ensure that outline planning for subject is updated as necessary.
- Monitor and evaluate planning as required to ensure that subject is being taught effectively.
- Monitor and evaluate progress by regular contact with colleagues.
- Monitoring progress through pupil discussion.
- Ensuring that a teacher assessment and record keeping system is put into place.
- Keeping up to date with curriculum developments and research.

Assessment

Assessment is a vital tool for teachers to be able to help children progress. We consider carefully our use of assessment so as to be meaningful and useful in the information it provides. We also consider our use of assessment with children so they embraces successes and see errors as opportunities rather than failure. We aim to develop hope, respect, perseverance, thankfulness, peace and love in our use of assessment in school.

Children will be assessed;

- On entry using the Early Excellence **EYFS Baseline** from September 2015.
- In the EYFS with ongoing TA (Teacher Assessment) judgments throughout the Year against the EYFS and Development Matters Framework.
- At the end of the EYFS against the **Early Learning Goals** through TA.
- Throughout Key Stage 1 against the CQ (Chris Quigley) Essentials Curriculum using TA.
- Through half termly internal phonics assessments to determine our pitch of phonic delivery.
- In Year 1 with the **Phonics Screening Check**.
- Through half termly test based assessments in Reading, Maths and ESPG.
- In Year 2 with **end of Key Stage 1 assessments** in Reading, Maths and ESPG.
- In Year 2 **end of Key Stage 1** Writing assessment will be assessed over time through TA and collated at the end of the year for moderation.
- Throughout Key Stage 2 against the CQ (Chris Quigley) Essentials Curriculum using TA.
- Through an online reading assessment, giving a standardised age score for reading, twice in a year.
- Through an online spelling assessment, giving a standardised age score for spelling, twice in a year.
- Through half termly test based assessments in Reading, Maths and ESPG.
- Through ongoing assessment of independent written pieces created through creative links in topic based work.
- In Year 6 with **end of Key Stage 2 assessments** in Reading, Writing, Maths and ESPG.

Teachers assess children in subject areas against the key stage appropriate milestone (1, 2 or 3) by giving them a depth of understanding score (1-6) (B1,B2,A1,A2,D1,D2). This score will be reflected by the child's



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ability to demonstrate their depth of understanding for the given milestones at a basic, advancing or deep understanding of the milestone. They will be working toward the given milestone over a two year period. We will measure and show progress over the year and over the Key Stage in the subject area.

Early Years Foundation Stage

The Early Years Foundation Stage will provide children with an opportunity to explore and experiment with a wide variety of resources and tools in this area. The EYFS follow the national expectations laid out in the EYFS documentation, culminating in the end of Foundation Stage expectations.

Children with Special Needs and Disabilities (SEND)

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted. If a child has a special need, our school does all it can to meet their 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 normal class organisation. If a child's need is more severe, we consider the child for a specific plan, and we involve the appropriate external agencies when making this assessment. We provide additional resources and support for children with special needs and disabilities.

Key Skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- Communication;
- Application of number;
- Information technology;
- Working with others;
- Improving own learning and performance;
- Problem-solving.

We strive to develop these skills across the curriculum.

Monitoring and Review

- Our governing body's Curriculum Committee is responsible for monitoring the way the school curriculum is implemented.
- We have named governors for specific curriculum areas. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects through governor visits to school.
- The Head Teacher is responsible for the day to day organisation of the curriculum.
- The Head Teacher monitors the curriculum through planning, classroom observation, liaising with the Subject Leaders and School Leadership Team.

Extra-Curricular Activities

We are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities, quality school trips and residential experiences for the children;

Clubs

- Football, Forest Schools, Games, Athletics, Netball, Sports Coaching, Prayer Club and Choir.

School Trips

- To extend and inspire children's learning related to their topic based learning.

Residential Trips

- Extended overnight stay in London in Year 6, two night stay and Outdoor and adventurous activities in Year 4, Overnight stay and outdoor activities in Year 2