



Measham Church of England Primary School Curriculum Policy

*This policy will be reviewed
by the Governing Board in
June 2021*

At Measham CE Primary School, we have developed a curriculum that equips our children with the skills and personal qualities necessary to lead fulfilling and rewarding lives. We aim to create a curriculum that will create children who are;

Responsible Citizens, who aim to inspire others, making a positive contribution to our society

Successful Learners, who enjoy learning, make progress and achieve

Confident Individuals, who are able to live safe, healthy and fulfilling lives

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:

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, opportunities and experiences they are able to partake in
- ✓ A sense of **Peace** and accomplishment through being a positive contributor to society
- ✓ To show **Forgiveness** by being compassionate and kind to one another, forgiving each other, just as Christ God forgave us
- ✓ To have **Respect** for their own and others values and beliefs

Through our curriculum children will:

- Be actively engaged and committed to their learning
- Be taught the skills, personal qualities, knowledge and understanding to achieve the best that they can in order to become life-long learners
- Be self-aware and socially aware, successful and confident individuals
- Be self-motivated
- Have respect for themselves, for peers, for adults, for diversity and respect differences
- Value new ideas and views

We encourage a view of learning that will:

- Make learning meaningful, relevant and engaging
- Involve children in enquiry-led approaches to learning that involve exploration, risk-taking, discovery and speculation
- Increase children's sense of responsibility for what and how they learn subheading

Key Skills

We place speaking, listening, reading, writing, maths, science and computing as the key focuses of the curriculum as we feel that these subjects provide the children with the skills needed to access a wide range of learning.

Cross Curricular Learning

To further motivate the children, the curriculum is organised so that objectives from different subjects are grouped together to enable links to be made between them. The curriculum is taught through linked topic areas and discrete subjects where relevant. Themes are given an engaging title and when planning any learning, teachers will decide on an Inspiration Day to engage children at the start of the theme. This may take a variety of forms, from visits and trips to performances and local walks. Teachers also plan an End



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Product as a way of sharing/demonstrating learning. They may include putting on an event for parents, sharing learning with other classes or even holding an enterprise event.

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achievement.

Learning Environment

We aim to celebrate the children's learning and ensure that the learning environment reflects the children's experiences in school. As a school, we use communal display areas to share and celebrate learning. Class displays reflect current learning and communal displays celebrate previous learning.

The Organisation of the Curriculum

The curriculum is taught using a variety of teaching styles and groupings as appropriate to the intellectual and emotional development of the children. All children will be provided with opportunities to learn from a wide range of experiences.

- Units of work are planned over a half term's duration
- Medium term plans contain key objectives for English, Maths and Science and key skills for Foundation Subjects which are to be covered during the unit of work
- Each half termly theme will begin with an "Inspiration Day" and finish with an "End Product"
- Short term planning is carried out in detail for English, Maths and Topic. Plans indicate how the work will be differentiated and what the pupil outcomes will be
- RE/PSHE/PE are planned using the relevant National Curriculum guidelines and follow locally agreed Schemes
- Children will have regular and constructive verbal and written feedback about their work (See Feedback Policy)

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.

Children with Special Needs and Disabilities (SEND)

The curriculum in our school is designed to be accessible by all children who attend the school. 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.

Roles and Responsibilities

The SLT have responsibility for:

- Leadership of the curriculum and monitoring its provision
- Developing long term plans to ensure coverage of the National Curriculum throughout EYFS, Key Stage 1 and Key Stage 2
- Monitoring medium term plans which show evidence of appropriate differentiation, a variety of teaching and recording methods and cross curricular links including ICT and English across the curriculum

Subject Co-ordinators are responsible for:

- Ensuring there is high quality content and delivery of their subject across the school
- Monitoring provision and ensuring there is appropriate, challenge, support and intervention



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- Keeping up to date with curriculum developments and providing staff INSET where necessary
- Ensuring that planning is regularly reviewed on a termly cycle and updated and amended as required
- Providing appropriate assessment opportunities within their subject area and tracking pupil progress and attainment as appropriate
- Updating the policy for their curriculum area in accordance with school procedures
- Ensuring that areas for development within their subject area, which are prioritised in the School Development Plan, are addressed and resolved

Class teachers are responsible for:

- Ensuring that lessons are well-planned and taught so that the aims are achieved for their class and that progress is made in each lesson/theme
- Regularly review the medium term plans and, if necessary, update the medium term planning in consultation with the curriculum coordinator
- Assessing their pupils against the key objectives for each subject

The Special Needs Co-ordinator is responsible for:

- Co-ordinating the work of support staff to achieve the best possible outcomes for individual pupils
- Monitoring of Individual Learning Plans, provision mapping and SEND enrichment activities for Wave 2 children

We will know that our curriculum is effective because:

- ✓ There will be a sustained improvement in attainment, progress and standards across the school
- ✓ Children will demonstrate excellent behaviour and attendance
- ✓ Children will healthy lifestyle choices
- ✓ Children will become lifelong learners through further involvement in education, employment or training
- ✓ Our happy children will flourish