

Bosvigo School



Curriculum Policy

July 2011

Introduction

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 and EYFS, 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.

Values and the 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.

Aims and Objectives

The curriculum will help our children to:

- Develop lively and enquiring minds
- Communicate effectively, both orally and in writing
- Learn the essential skills of life, including number and information technology
- Explore and understand the world we live in
- Develop an appreciation of the interdependence of individuals, groups and nations
- Express themselves creatively and enjoy the creativity of others
- Develop an appreciation of a wide range of human achievement
- Develop personal, moral and spiritual values, including respect for others
- Be prepared for the opportunities and responsibilities of life in a changing world
- Learn how to learn and to regard learning as an enjoyable and lifelong activity
- Develop a wide range of interests and appreciate the need for a healthy lifestyle
- Set personal standards of achievement and value excellence
- It will reflect changes in new Teaching & Learning initiatives
- It will reflect the outcomes of 'Every Child Matters'

To achieve these aims, the curriculum is planned to be:

- **Broad** so that it provides a wide range of knowledge, skills and experiences
- **Balanced** so that each subject has sufficient time to contribute effectively to learning
- **Relevant** so that learning can link to the pupil's experience to applications in the world at large
- **Coherent** so that topics can be linked to make the whole learning experience more meaningful
- **Progressive** so that what is taught builds in a systematic way upon what has already been learned
- **Differentiated** so that what is taught and the tasks that are set are matched to the aptitude and ability for each pupil
- **Accessible** so that there is equality of opportunity for all.

Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan for the whole school. This indicates the topics that are to be taught in each term and to which groups of children. We follow a two-year cycle, with parallel units planned for the classes within each Key Stage team (Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2). The Foundation Stage long-term planning operates on an annual cycle. We review our long-term plan regularly.

Our medium-term plans give clear guidance on the learning objectives and teaching strategies, including ICT where appropriate, that we use when teaching each topic. The objectives are given a national curriculum level to aid differentiation and assessment. These levels have been taken from the Chris Quigley Skills-Based Curriculum. In Numeracy and Literacy we follow the objectives as set out in the Primary Framework.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these in teaching Literacy and Maths to set out the learning objectives for each session and to identify how work will be adapted to suit the needs of the children, including those with an IEP (see Individual Needs policy). For all other subjects, our short-term planning is achieved through annotating our detailed medium-term plans.

At Bosvigo School we adopt an integrated approach to curriculum planning. We plan the curriculum carefully and progressively, so that there is coherence and full coverage of all aspects of the National Curriculum and the six areas of the Early Years Foundation Stage.

We strive to provide a curriculum which has a variety of enrichment activities that are integrated into the curriculum plans for each year group throughout the school year, both in and out of the classroom environment.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

The Foundation Stage

The curriculum that we teach in the Foundation Stage meets the requirements set out in the Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through purposeful play and by engaging in well-planned, playful adult-led activities. Teaching in the Foundation Stage builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with parents and with the variety of nurseries and pre-school providers in the area.

During the children's time in the Foundation Stage, the class teachers and teaching assistants observe the children and make assessments against the Foundation Stage Profile. This assessment informs future planning and provision for the 'individual child'.

The Role of the Subject Leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- ensure there is suitable coverage and assessment of their 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.

Gender impact assessment

The governors have assessed this policy and found it to be neutral.

Monitoring and Review

Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the school's strategic plan.

The Headteacher is responsible for the day to day organisation of the curriculum.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Date of next review – June 2013