

Warlingham Park School

Curriculum Policy

1 Introduction

Our school's 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 various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We endorse the aspirations concerning the curriculum that are set out in the DfES document *Excellence and Enjoyment 2003*, and we seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning **fun**.

2 Values

Our school curriculum is underpinned by the values set out in our Mission Statement. 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**.

These are the main values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse 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, and we organise our curriculum to promote inclusion, cooperation and understanding among 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 want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value the preparation of pupils for the opportunities, responsibilities and experiences of life in British society and actively promote fundamental British values. (See appendix.)
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.
- We aim to develop pupils' character, placing emphasis on virtues such as:
 - Moral – courage, justice, honesty, compassion for others, self-discipline, gratitude, humility and modesty
 - Civic – service, citizenship, volunteering
 - Performance – resilience, application, self-regulation

Intellectual – curiosity, critical thinking, good sense

3 Aims and objectives

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 teach children the basic skills of literacy, numeracy and ICT;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to fulfil all the requirements of our Diocese for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- 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 high self-esteem, and to live and work cooperatively with others.

4 Organisation and planning

We plan our curriculum in three phases. 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 review this long-term plan on an annual basis.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. As we have adopted the National Literacy and Numeracy Strategies for our school, we take our medium-term planning directly from the guidance documents. We also use the national schemes of work for much of our medium-term planning in the foundation subjects.

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

In the Foundation Stage, and at Key Stage 1, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

In Key Stage 2, we teach the foundation subjects separately. This means that, for example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Thus, in due course, each child has the opportunity to experience the full range of National Curriculum subjects.

5 The curriculum and inclusion

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN and Disability Code of Practice, 0-25 years 2014 (SEND Code 2014). If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we may involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

The school develops an Education, Health and Care Plans (EHCP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the Equality Act that came into effect in 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

6 The Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage, and the guidance produced in 2002. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

Each term in the reception class, the teacher will assess the skills development of each child, and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

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

7 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 one's own learning and performance;
- problem-solving.

In our curriculum planning, we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a

child's progress in these skills because we believe that all children need to make good progress in these areas if they are to develop their true potential.

8 Gifted and Talented Pupils

The school provides a curriculum that is appropriate to the needs and abilities of all children. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement.

In these guidelines, the following terms are defined as:

- Gifted – a child who has a broad range of achievement at a very high level. Those children who are able often have very well-developed learning skills.
- Talented - a child who excels in one or more specific fields, such as sport or music, but who does not perform at a high level across all areas of learning.

The terms 'able' 'more able', 'most able' and 'exceptionally able' are also used to describe the continuum of need for pupils with outstanding abilities, who, at a national level, might be referred to as gifted and talented.

Children undergo ongoing assessment from the moment they start at the school. This progress is monitored and discussed with the parents.

As children progress through the school, they are tested regularly to ensure that they are making the sort of progress that is expected of them towards their personal targets. They are identified as more able children when they achieve high levels of attainment across the curriculum, or in particular skills or aspects of subjects. The following range of talents in addition to high intellectual ability are also identified:- sporting ability, musical talent, dramatic talent, innovative designers, creativity, leadership skills, organisational ability, mechanical ingenuity, and a high level of interpersonal skills. These skills are recognised and acknowledged throughout areas of the school, including assemblies.

9 The role of the subject leader

Where applicable, the role of the subject leader is to:

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

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

10 Monitoring and review

The Headmaster, in the first instance, and the governing body are responsible for monitoring the way in which the school curriculum is implemented. These review each subject area as necessary.

The Chairman of Trustees liaises with the Headmaster, and monitors the ways in which special needs are addressed.

The Headmaster is responsible for the day-to-day organisation of the curriculum. The Headmaster monitors the lesson planning of all teachers, ensuring that all classes are taught the full requirements of the school and National Curriculum, and that all lessons have appropriate learning objectives.

Subject leaders monitor the way in which 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.

This policy is monitored by the Headmaster and Trustees and will be reviewed annually.

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Appendix

Fundamental British Values

The list below describes the understanding and knowledge expected of pupils:

- An understanding of how citizens can influence decision-making through the democratic process;
- An appreciation that living under the rule of law protects individual citizens and is essential for their wellbeing and safety;
- An understanding that there is a separation of power between the executive and the judiciary, and that while some public bodies such as the police and the army can be held to account through Parliament, others such as the courts maintain independence;
- An understanding that the freedom to hold other faiths and beliefs is protected in law;
- An acceptance that people having different faiths or beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of prejudicial or discriminatory behaviour; and
- An understanding of the importance of identifying and combatting discrimination.

The following actions may be used within the curriculum framework to promote British values:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;
- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths; and
- consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

Pupils should be encouraged to understand the following:

- Why democracy is perceived within England as the fairest form of political organisation;
- Why taking part in democracy is a good thing; and
- Why law making on the basis of representation in Parliament is seen as better than alternatives.