



South Molton United Church of England
Primary School
Curriculum Policy

VISION

At South Molton
United Church of England
Primary School, children have a sense
of belonging in a supportive, happy
environment, where their range of talents
will be nurtured, enabling them to flourish and
achieve excellence.
Every child is valued as a unique person
and can develop their sense of discovery,
expectation and wonder.

We embrace Christian values, which enable us to be compassionate and responsible members
of our community
and make positive contributions to society.

Approved by Teaching and Learning Committee: 2 October 2018
Date of Next Review: Autumn 2019

CURRICULUM

1. Introduction

1.1. This Curriculum Policy sets out the beliefs of the school, informed by:

- the unique role of the school in the education of our children,
- the school's Vision and Mission Statement,
- the needs of our children as learners,
- the national curriculum.

1.2. Within the Christian ethos of South Molton United Church of England Primary School, the Governing Body, Headteacher and school staff accept their responsibility to promote the spiritual, social, cultural, intellectual and physical development of all the children entrusted to them. We recognise that parents have a particularly important part to play in the educating community, since it is to them that primary and natural responsibility for their children's education belongs and therefore we seek to develop strong and positive relationships with parents to benefit each child's education.

1.3. The school seeks to offer an education, meeting the requirements of the Diocese of Exeter regarding Religious Education and the requirements of Section 2 of the 1988 Education Reform Act concerning the National Curriculum and the 2014 National Curriculum, within a community which promotes Christian values

1.4. This updated policy was adopted by the Governing Body of the school on 5th November 2013 as their "written statement of what, in their opinion, should be the aims of the secular curriculum for the school." (Education Act 1996).

1.5. In this school where the class teacher is responsible for so much of the curriculum we deliver, a sound basis is provided for developing an appreciation of the wholeness of learning within the children.

1.6. The school recognises that for children, their feelings and aspirations are far more real and important to them than their cognitive development, and seeks to help them achieve emotional maturity within the Christian understanding of personal development.

2. The ethos of the school

2.1. The school aims, through its range of teaching styles and learning experiences, and the quality of the relationships within the school, to give confidence to children and adults.

2.2. We will ensure that those areas of the curriculum which enhance spiritual

development will be regularly experienced, particularly the creative arts.

2.3. Knowledge is not only to be considered as a means to material prosperity and success, but also as a call to serve and be responsible for others.

2.4. The spirit and ethos of the school does not come about by accident. It results from:

- A conscious pursuit of Christian values within the service of the Church;
- The commitment of staff and governors to Christian Values
- A determination of clear priorities in what is taught and how
- The way in which the school is governed, managed and organised
- The relationships the school has with the with Church communities, local community, other schools and with the global community
 - The teaching and understanding of British Values

3. The school as a learning community

3.1. The school will have an atmosphere of orderliness, involvement, respect and courtesy, with children moving around purposefully in the course of their work.

3.2. Voices should remain calm but will be punctuated with moments of excitement. Anger will be minimal; there should be constant sharing and mutual help.

3.3. The surroundings and artefacts, inside and outside the school should support learning; there should be many things which add interest and stimulus and make the school a joy to be in.

3.4. Thought, reason and careful observation will be pursued in a desire to discover and learn, a desire which is to be shared by all, children and adults alike. Standards of excellence will be sought by all.

3.5. The whole school and its surroundings are seen as a learning environment, where learning experiences should be planned, purposeful and organised, but still allow for spontaneity.

3.6. The work of all within the school is to be valued. Materials, equipment and resources should be of the highest quality, suited to their purpose and selected to enrich the learning experience.

3.7. Space is to be used to encourage the social and corporate nature of the school, whilst at the same time providing opportunities for quiet, reflective responses as necessary.

3.8. The school is seen as an extension of the home. The school environment is planned to produce a climate where children experience a mature pattern of social relationships and develop a sense of standard and judgement in this pattern, as well as in their work.

3.9. What is taught is to be matched to all children according to their individual and group needs, and aimed to develop the whole child. Children are to be seen as active in their own learning.

3.10. Parents are actively encouraged to be involved in their child's education in partnership with the school.

3.11. The school sets out to provide an environment in which children are encouraged to develop in a way appropriate to themselves. We lay special stress on individual discovery, on shared experiences and on opportunities for creative work. The development of reading skills and a love of reading are given special emphasis.

4. Aims

4.1. We aim to provide a dynamic, broad and balanced curriculum, which responds readily to national and local initiatives and school priorities. We customise the basic statutory entitlement by the way in which we organise teaching and learning experiences within our school.

4.2. We aim for our pupils to be happy, safe, confident, responsible and independent in a safe, stimulating environment which provides positive opportunities for success for all ages, races, genders and abilities.

4.3. We aim that our children enjoy acquiring knowledge, skills and abilities in all areas of the curriculum - cognitive, physical, social, emotional, creative and spiritual, with particular emphasis on language and number skills.

4.4. We aim to deliver a curriculum which promotes and enables high standards in every area, particularly in English, mathematics and science. We expect the vast majority of children to demonstrate mastery in reading, writing, speaking and listening and maths.

4.5. Our curriculum is intended to provide an experience which is challenging and rewarding for both pupils and staff.

4.6 We aim for children to take increasing responsibility for their learning developing through a variety of learning experiences, creativity, problem-solving

skills, the ability to make informed choices and the enthusiasm for discovery that will remain the basis for future learning.

4.7. We aim for our children to have respect and care for everyone in the school community, and to recognise and value their own contribution and that made by others to its general well-being.

4.8. We aim to develop an increasing appreciation, understanding, respect and tolerance for other people and for the physical environment, both locally and in the wider world.

4.9. We aim to improve outcomes for all our pupils and provide rich, diverse and inspiring teaching and learning for pupils to succeed. Additional curriculum support and enrichment will be provided for groups of pupils such as pupils in receipt of the pupil premium to enable them to achieve their fullest potential.

6. Curriculum organisation and planning

6.1 The curriculum is broad, imaginative and seen in a holistic way. We aim to make provision for academic achievement and spiritual, social, moral, cultural, physical and creative development of our children. We believe that intelligence is multi-faceted, and children learn in different ways; the curriculum must support this. Opportunities for all learning styles are reflected in planning.

6.2 The school uses a variety of approaches to children's learning using class, group and individual teaching as appropriate. All are encouraged to respect their own and each others' efforts in all activities. Sometimes areas of learning are taught as separate subjects but the school does not see knowledge as always falling into neatly separate compartments and so we usually use themes or topics. Work and play are not seen as opposite but as complementary. Learning throughout the school is seen as a purposeful activity.

6.3 To ensure that the content of our curriculum meets the needs of our children and fulfils statutory requirements, class teachers have developed a programme of study for science and the foundation subjects, which gives all children the chance to study in depth and stimulate their interests. This means that all children will study the full breadth of the KS1 and KS2 2014 National Curriculum during their years at SMUPS.

English and Maths are planned to:

- Ensure coverage of the content of the National Curriculum
- Link with topics, where appropriate

6.4 The children in reception will follow the EYFS curriculum. The curriculum will aim to build their learning skills and use their own interests and natural curiosity to

support their progress and attainment. We will make use of the full range of indoor and outdoor provision available and use visits and trips to enrich the curriculum.

7. Long Term Planning

7.1 The long term curriculum map has become a programme of study based upon single age classes. This ensures that even though children may spend more than one year in a particular class they will not repeat the same topic. It also means that when children return to a topic area, such as in science, there is a clear progression in expectations of knowledge and understanding. The long term curriculum map ensures that the school meets the statutory requirements of the National Curriculum.

8. Medium Term Planning

8.1 Some topics and aspects of topics are enquiry-based questions that allow the taught curriculum to have rich and meaningful connections. Each topic has its allocation of the National Curriculum Programmes of Study. English is taught within such a context where ever possible to do so. Some of the principles that guide our curriculum and enable us to make it as engaging as possible are as follows.

- Real-life experience/local priorities - the more real the learning experience, the more likely children will engage.
- Current issues - locally, nationally, globally.
- A stimulus of some description, eg a visit, visitors, trip, books, ICT
- Pupils' interests - it is important that, whilst ensuring the educational purpose of a topic, the content may be steered by children to an extent. We need to provoke children into taking an interest in both what we've planned for them, and related things that they find interesting along the way.
- Flexibility - Timetables shouldn't get in the way, especially at the 'launch' of a theme. Staff should feel able to collapse the timetable at the beginning of a theme, or try to pull the theme together at the end.

8.2. The medium term planning maps out the key skills that children need to learn within a subject. The skills ensure that progression within the NC Programmes of Study are planned for and taught.

8.3. The school has liaised closely with Local Authority advisers and has drawn up a scheme of work for whole-school specific topics in a medium-term planning format. Literacy and numeracy are planned as outlined in 6.3. RE is planned following the Diocesan schemes of work and principles from CPD - Understanding Christianity and Learn, Teach, Lead R.E.

9. Short term planning

9.1. Teachers' weekly plans are included in their planning files and some are written to an agreed format and personalized to individual teachers.

9.2. This includes a timetable of the intended objectives for the week and an evaluation of the previous week's learning.

9.3 Teachers are free to write their daily plans, if required, in their own way.

9.4 Plans are available for scrutiny by the Headteacher and subject leaders

10. Opportunities for Differentiation

All teachers should be aware of children with particular needs and make appropriate provision for them at all stages in their planning.

11. Links with Special Educational Needs

All class teachers should make themselves familiar with the school's policy for Special Educational Needs and keep it in mind when planning for particular children's needs. Planning the curriculum should always take into account its accessibility to children who are identified as having Special Educational Needs.

12. Assessment

12.1 Assessment is the process by which teachers and children gain insight into learning. Good assessment practice uses a variety of techniques, is used to inform planning and has a clear purpose.

12.2 In addition to statutory assessment at the end of Key Stage 1 and 2, the following opportunities for assessment are common practice in the school:

- All pupil performance, through quality, standardized formative and summative assessments is tracked and evaluated using the school's assessment programme. The result is that children who have not mastered a concept will quickly be provided with additional teaching and learning experiences to ensure they quickly master the concept and meet the expected standard.
- Ongoing teacher assessment in all subjects is recorded in children's books and continuously updated on School Assessment Programme.
- Individual pupil reports are provided annually to parents;
- Moderation and standardization meetings are regularly held to agree standards.

13. Equality of Opportunity

13.1 Equality of opportunity underpins our school community and its curriculum. Teachers aim to give every child the opportunity to experience success in learning and to achieve as high a standard as possible.

13.2 We are aware that children bring different experiences, interests and strengths to school, which influence the way they learn.

13.3 All adults should aim to create learning environments in which:

- The contribution of all children is valued;
- All children feel secure and are able to contribute appropriately;
- Inappropriately stereotypical views are challenged and children learn to appreciate and view positively, the differences in others, whether arising from race, gender, creed, ability or disability.

14. Arrangements for monitoring and evaluating

14.1 Arrangements for monitoring the curriculum are set out in the Headteacher's and Subject Leaders' monitoring timetables, School Improvement Plan, SEF, Teaching and Learning Policy and Assessment Policy. In addition to this the governing body receives regular reports from the relevant subject leaders (including Assessment co-ordinator) on:

- The standards achieved in English and maths at the end of the key stage and compared to national averages for different groups of pupils.
- The number of pupils for whom the curriculum was disapplied.
- The nature of any parental complaints.

14.2 Our planning process will be subject to ongoing scrutiny. The following questions will help to focus our review and evaluation:

- Are individual pupil's needs met?
- Does planning ensure continuity for individual pupils over time and across the whole curriculum?
- Are the statutory curricular requirements being met?
- Is there progression across the year groups in line with expectations set out in the national curriculum and supporting documents?
- How do the curricular areas relate to each other?
- Are there regular and rich opportunities for practical work and problem solving?

14.3 School Improvement Planning provides a central method for evaluating the curriculum process in the school through regular review. It provides a forum within which curriculum development informs all stakeholders about organisation and policy making.