



# Ancaster

*Church of England Primary School*

## Curriculum Policy

*"Be the Best You Can Be!"*

Signed by Chair of Governors or Committee Chair:  Signed by Headteacher:	Approved by the Governing Body and Headteacher at a meeting held on:
Next Date of Review:	Associated policies:

## **Introduction**

At Ancaster Church of England Primary School, we want our children to develop the skills, knowledge and understanding required to be the best they can be. We have therefore designed our curriculum to be engaging, diverse and relevant to meet the needs and interests of all our learners.

## **Aims**

We want our curriculum to;

- Meet current statutory legislation set out in the National Curriculum 2014
- Promote spiritual, moral, social and cultural developments
- Develop children, ensuring that they develop personally, socially and maintain healthy lifestyles. This PSHE learning is at the heart of the curriculum.
- Be organised, structured and cohesive
- Promote high standards of reading, writing and maths
- Be inclusive and provide equality of opportunity, promote personalised (independent and collaborative) learning, which reflects pupils needs, interests, learning styles and give them access to a range of varied experiences, resources and organisation
- Set high standards, with teaching staff providing appropriate challenge and support to enable pupils to maximise their potential.

## **How we achieve our aims**

### 1. Curriculum Planning

We meet statutory legislation by:

- Planning basic curriculum with FS2 working towards Early Learning Goals. Y1-6 work from the National Curriculum.
- Provide policy statements Relationships, Sex Education (RSE), Collective Worship and Religious Education.
- Provide accurate assessment, reporting and recording arrangements
- Ensuring that pupils with additional needs have access to appropriate curriculum, learning and resources as indicated in their SEND Passport.

A 2 year cycle Curriculum Map provides an outline of the long term provision for the whole school. It is devised using the National Curriculum, PSHE Cambridge Scheme (Including RSE) and the Lincolnshire RE Agreed Syllabus. This ensures continuity and progression for the children as they progress through the school irrespective of the class or the year.

### Assessment

This is integral to effective Teaching and Learning-it informs future planning and promotes high standards within a broad and engaging curriculum. At Ancaster, our school procedures for assessment and target setting facilitate pupils with the support, challenge and opportunities to achieve their individual targets, interests and personalised learning. We use an online platform (FROG) for the tracking of objectives and the success made against curriculum statements. We also use evidence in books as well as Standardised Testing to ensure that the children are

making progress against Age Related Expectations and use the information gained from these sources to plan next steps and further learning outcomes.

## 2. Organisation of the Curriculum

- The curriculum is taught through discrete subjects and where relevant linked 'context' areas.
- A whole school, key stage and class map indicates the links between subjects
- Units of work are planned over a 10 week duration, during a long term. These are called Medium Term Plans.
- The children are taught all of their maths, English (reading and writing) as well as Science within single aged classes across all of the morning sessions and 1 afternoon with Key Stage 2 then being split across 3 classes during the afternoon sessions to form Y3/4, Y4/5 and Y5/6 classes for all other foundation subjects.
- Some children will be withdrawn from whole class teaching sessions for small group targeted support and this will be recorded on whole class intervention timetables and provision maps created by Class Teachers as well as the DHT who acts as the Line Manager for Teaching Assistants and directs the time of the TAs during the afternoon sessions.
- Units of work are planned using the skills set out in the National Curriculum 2014
- The RE schemes of work follows the Lincolnshire Agreed Syllabus.

3. a) Teachers will plan and deliver cross curricular teaching and learning activities that give children opportunities for them to meet their personal reading, writing and maths targets.

b) Discrete skills sessions will be taught in Computing across the curriculum. The skills will feed into all aspects of the curriculum.

4. Enrichment weeks and days will be planned into the long term overview. These will be agreed by the whole staff and take into account distinctive features of the school, times of year and the educational value of including enrichment weeks at specific times.

## 5. Achieving High Standards

- a. Children are set high value targets for reading, writing and maths which are reviewed in light of their class/group and individual needs. Targets are set and reviewed on a termly basis and will change depending on the child's needs.
- b. Our Feedback Policy is consistently implemented. We operate a reduced marking policy where the feedback to the pupils in the next session is valued in order to ensure that the children are given the opportunity to respond to misconceptions made in the previous session.
- c. Additional Adults are employed throughout the school in order to support the teaching and learning of the curriculum. These may be used within the class setting to allow for higher levels of differentiation or for withdrawing individuals or small groups from the class to deliver high quality interventions as set out through the provision mapping process.

- d. Through ongoing assessment and evaluation, teachers are able to identify and plan for the needs of the children in their class.

### **Monitoring and Evaluation**

The purpose of monitoring the curriculum is to:

- Evaluate the effectiveness of the whole school curriculum provision
- Raise pupils standards and attainment
- Ensure appropriateness and relevance for all pupils
- Assess pupils behaviour, attitude and attendance
- Pupils participation and engagement
- Ensure that the curriculum meets statutory requirements
- Promote the school's Christian ethos and values
- Ensure accessibility and inclusion
- Assess the continuity of pupil learning

In addition to the points listed above, monitoring will also;

- Support, identify and inform professional development of all staff.
- Identify targets and areas for development that will further develop the quality of provision and the learning taking place.

### **Roles and Responsibilities**

#### **The Head Teacher:**

- Has the overall responsibility of the curriculum but delegates the day to day running to the Deputy Head Teacher
- Co-ordinates the work of the SLT and teachers to ensure that the curriculum has progression and appropriate breadth and meets the needs of all pupils
- Ensures monitoring practices are in place and any outcomes or evaluations are recorded.
- Monitors and evaluates the effectiveness of the curriculum in meeting the needs of all pupils.
- Feeds back to the colleagues and Governors of successes, developments and future actions.

**The Governing Body** monitors the quality and effectiveness of curriculum provision through the Standards and Curriculum Committee, Headteacher reports and FGB meetings. Monitoring will be carried out in a number of ways, for example, learning walks, assessing practice against policy and other monitoring visits outlined in the termly timetable.

**SLT/Subject Leaders** will also monitor curriculum maps, framework, planning and learning in order to;

- Evaluate practice
- Provide feedback to staff
- Identify priorities for development
- Assess outcomes in terms of pupil achievement

## **Communication**

Parents/Carers are kept informed about the curriculum through regular:

-assemblies, workshops, open days, consultations, newsletters, invitations, social media, policies and other documentation.

Governors are kept informed about the curriculum through:

-Feedback from the Standards and Curriculum Committee

-Parents and carers

-Headteacher's Report to Governors

**This policy will be reviewed every 2 years unless there are significant changes in National Legislation.**