



CROSBY-ON-EDEN SCHOOL

“Enjoying achieving; achieving enjoyment”

CURRICULUM POLICY

Date Policy adopted by Governors	March 2018
Review date	March 2020
Review schedule	Biennial
Review responsibility	Learning & Teaching Sub-Committee
Signed (Head) <i>Ayesha Waleed</i>	Signed (Chair of Governors) <i>Mr J. Ditchburn</i> <i>Dr. M. Briggs</i>

Crosby-on-Eden CE Primary School

Curriculum Policy

Introduction:

At Crosby-on-Eden CE Primary School, we are committed to developing the whole child and as such, we are continually reviewing and improving the curriculum we offer according to the needs of our children and to the aspirations of the staff and community. Our children will have the opportunity to be creative, to be physically active and to be academically challenged.

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. The curriculum reflects the unique character of the school and comprises, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that school organises in order to enrich experiences for the children such as our Forest Schools activities. We promote our Christian values throughout our curriculum.

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 that enable them to achieve their true potential.

Values:

- We at Crosby-on-Eden CE Primary school, value the way in which all children are unique. Our curriculum promotes respect for the views of each individual child, as well as for people of all cultures and faiths.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- 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 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.

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 the children enjoy coming to school and acquire a solid basis for lifelong learning.
- To teach children the essential skills of literacy, mathematics and social and moral development.
- To enable children to be creative and to develop their own thinking.
- To help children to understand Britain's cultural heritage and promote British values.
- To enable children to be active, positive citizens in society,

- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education. A daily act of worship will take place, promoting the distinctive Christian ethos of our school.
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong.

Organisation and Planning:

At Crosby-on-Eden CE Primary School, we plan our curriculum in three phases; long, medium and short term. We have agreed a long term plan for the Key Stage Two curriculum. In EYFS and Key Stage One we build on the learning and experiences children bring from home and on the children's own interests.

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

At Key Stage Two the subjects of the curriculum are integrated as much as possible. Due to having mixed aged classes, our long term plans are taught across a two year planning cycle with a main history or geography focus each term.

Medium term planning give clear guidance on the National Curriculum objectives which will be covered and the teaching strategies used to deliver each topic.

Short term plans are those which our teachers write on a weekly or daily basis. We use these to set out the learning intention for each session and to identify what resources and activities we are going to use in the lesson.

Outdoor Activities and Visits:

Outdoor and adventurous activities form part of the delivered PE curriculum. This may involve problem-solving or team-building activities in the school grounds. In addition, children in Key Stage Two have the opportunity to experience adventurous activities away from the school site during residential visits.

Each class has the opportunity to take part in weekly Forest School sessions. Class 1 visit the woods most Monday mornings and Classes 2, 3 and 4 have two termly whole day sessions (all weather dependent). During these times, many curriculum areas are covered including English, Maths and Science as well as social skills, team building and problem solving.

Visits and visitors are often planned to enhance the taught curriculum and are designed to excite children's interest and imagination. These may involve visits to museums or special places of interest. We make regular visits to our feeder secondary school (William Howard School) in support of inter school sports and transition.

Inclusion:

Teachers set high expectations for every pupil. They use appropriate assessment to set targets which are deliberately ambitious.

The curriculum is designed to provide access and opportunity for all children who attend the school. If we deem it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents/carers.

If a child has a special educational need, our school does all it can to meet those individual needs. We comply with the requirements set out in the SEND Code of Practice (July 2014) in providing for children with special needs. If a child displays signs of having special educational needs, his/her teacher, together with the SENDCO, makes an assessment of this need (please see our SEND policy and SEND information letter for further details).

In most instances, the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's needs are more severe we, if necessary, use the support provided by our Teaching Assistants and may involve other external agencies.

The Role of the Subject Leader:

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way 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 their subject, ensuring that there is full coverage of the National Curriculum and that progression is planned into units of work.

Monitoring and Review:

Our governing body's Learning and Teaching Sub-Committee is responsible for monitoring the way the school curriculum is implemented.

The Head teacher is responsible for the day to day organisation of the curriculum. The Headteacher and teaching staff monitor the curriculum through planning, classroom observation and liaising with subject leaders.

Subject leaders monitor the way their subject is taught throughout the school. They examine long, medium and short term planning and ensure that appropriate teaching strategies are used. Subject leader have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.