



Cromford C of E Primary School
Name of Policy: Curriculum
Policy Number: 87

This policy has been reviewed and has been impact assessed in the light of all other school policies including the Disability Equality Scheme.

Approved:	28 th March 2019, 12.1.4
Next date for review/approval:	Spring 2020
Chair of Governors:	Gill Donaldson

Cromford C of E Primary School
Curriculum Policy

This document aims to explain and describe the curriculum at Cromford Primary School to all those involved with the school. It outlines what we teach, how we teach and how we organise the curriculum in light of our subject specific and other relevant policies, in line with our School Vision and Aims.

The curriculum is all the planned activities we organise for our children at Cromford Primary School. For children to achieve their potential, and help us meet our Vision and Aims, we have designed a curriculum that will develop in them the skills and attitudes to be life-long learners.

We aim to cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those experiencing learning difficulties.

We recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in the education process.

What do we teach and develop at Cromford Primary?

- Christian values and principles supported by the Diocese and local Church communities
- a positive attitude towards life and learning (ref:DfES Excellence and Enjoyment).
- we follow the aims and requirements of the National Curriculum Handbook for Primary Teachers in England, Practice Guidance for the Early Years Foundation Stage and take guidance from the Primary National Strategy. Religious Education follows the guidelines set out in the Derbyshire Agreed Syllabus.
- the basic skills of numeracy, literacy and ICT capability are taught.

- subject knowledge and skills in Science, History, Geography, Art, Music, DT, PE and RE as laid out in the relevant documents.
- ICT skills are linked across the other curriculum areas, where appropriate.
- we value the broader curriculum, the performing arts and citizenship: eg Collective Worship and School Council.
- The skills that are cross curricular and life skills such as communication, collaboration, co-operation, perseverance, independence, taking responsibility, problem solving, team work. confidence, creativity and thinking are taught through all the subjects.
- a range of extra curricular activities and clubs are also organised
- spiritual, social, emotional and moral development of the children is modelled through the way we treat one another (co-operation and taking responsibility is put into practise through our Year 6 helpers, School Council etc.) and a focus for events such as anti-bullying week.

How do we organise our teaching?

- The timetable is organised with time allocated for subjects on a regular pattern. However, this timetable can be flexible and alterations are made when required. This timetable is adapted according to the needs of the children and seasonal or enrichment events.

We plan:

- **Yearly** - across the whole school to ensure coverage, progression and continuity in each subject through the Key Stages – See curriculum overview documents. In Key Stage 1 there is a two year overview, and in Key Stage 2 there is a four year overview.
- **Half termly** - using Medium term plans for each year group.
- **Weekly** - using the Primary National Strategy for Literacy and Mathematics to set out the learning objectives, lesson and success criteria for each lesson.
- **Daily** – if alterations need to be made in light of evaluation of previous lesson, class composition or changes to the timetable.
- English, Mathematics are taught daily with reference to the Primary National Strategy.
- Phonics is taught daily at KS1 and at KS2 as necessary.
- ICT skills, Science, PE, games, Music and RE are taught weekly.
- A modular approach is taken to the teaching of History, Geography, Art and DT; they tend to be taught as focus subjects for half or a whole term. Over the period of a year each child has the opportunity to cover the full range of all the subjects.

- Relationship and Sex education is taught in Years 5 and 6 and includes work on relationships and the emotional changes as well as the physical changes that will take place (please see Sex Education policy).

In the Early Years Foundation Stage (EYFS), planning is based on the seven areas of learning.

The prime areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

The specific areas are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Planning is developed around a termly theme. Both Adult-Directed and Child-Initiated activities are facilitated for with reference to the Foundation Stage Profile.

How do we teach?

We teach.....

- creatively, using a variety of teaching strategies that acknowledge the different learning styles of the children (e.g. visual, kinaesthetic, aural.....)
- by making explicit links across subjects and skills and relating learning to real life: employing prior learning and giving learning a purpose.
- structured learning through play for Early Years
- by making the curriculum accessible and inclusive to all through focused and accurate assessment for learning.
- by keeping parents and carers involved and encouraging them to be involved
- by keeping the fun in learning
- in a 'safe' environment that encourages risk taking, e.g. where making an error is not perceived as being 'wrong' but used as an opportunity for learning to take place
- in a stimulating environment where display is valued
- by incorporating visits and visitors from the local community as well as further afield
- by valuing our community and what it can add to our curriculum as well as what we can add to our community
- by further enhancing our PE activities through the PLT Sports Partnership, links with Anthony Gell School and swimming lessons across the school.
- by being mindful not only of our local community, but of our place in the global community
- by valuing and using what each child brings with him/her to school
- by using ICT as a teaching tool

- by giving opportunities for children to apply their knowledge, understanding and skills in a range of contexts; not using them in isolation but supporting each other

Why?

- to provide a broad and balanced curriculum to which all children have access
- because we see the child as a whole and we are working to develop each child as an individual person
- so that each child can reach their full potential by developing into learners, not just at our school but in the future too.
- so that the children will understand the relevance and purpose of their learning
- so that the children will enjoy learning and want to come to school
- to understand the environment they live in and how to take care of it
- so that the children will be able to take their place in their community in an ever changing world
- to develop children who understand and respect others in a diverse society
- to develop children who understand themselves and are confident
- to help children to understand how to take care of themselves and others
- to develop in children a sense of belonging and of being valued
- to instil, in children, a set of values and standards
- to develop children who are reflective learners and thinkers
- to develop children who have an appreciation of art, music and drama in their widest contexts
- to encourage and enable children to make informed decisions
- so that children can understand the importance of their own health and wellbeing

Other **staff** will ensure that the school curriculum is implemented in accordance with this policy.

The **governing body** will ensure that:

- it considers the advice of the headteacher when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- parents and carers receive timely reports on the progress of their child against clearly defined expectations
- it participates actively in decision-making about the breadth and balance of the curriculum
- staff understand that political issues must be presented to pupils in a balanced way.

This document is a bringing together of our school Visions and Aims, the Teaching and Learning policy, the Curriculum overview, our subject specific and other school policies, copies of which can be found in the staff handbook and policy files.

Other particularly relevant documents are;

The school Self Evaluation Summary (SSES) and School Improvement Plan are also sources of information about our curriculum that are regularly updated as our curriculum is constantly under review and development.

We see our school as a centre for learning for all who are involved with it; not just the children but all the staff, parents and carers who are part of our School Community.