

# ST GEORGE'S SCHOOL, BOURTON

## Curriculum Policy

### **Rationale**

The 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 range of out of school activities organised in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

The management of the school curriculum aims to enable the school to raise standards whilst promoting enjoyment and excellence.

The aims of the school underpin all teaching and learning.

They are;

1. To promote in children the adoption of Christian values and attitudes both in school and elsewhere, and to encourage children to appreciate and respond to the needs of others.
2. To develop a stimulating yet secure environment in which staff and children feel confident.
3. To enable children:
  - a. To develop skills and attitudes, fulfilling their potential.
  - b. To enjoy and use learning
  - c. To be able to think, to co-operate and to partake fully in the life of the community.

### **Values**

Our Instrument of Government States:

Recognising its historic foundation, the school will preserve and develop its religious character in accordance with the principles of the Church of England and in partnership with the Church at parish and diocesan level. The school aims to serve its community by providing an education of the highest quality within the context of Christian belief and practice. It encourages understanding of the meaning and significance of faith, and promotes Christian values through the experience it offers to all its pupils.

Our Ethos Statement is:

In this school community, each person is valued and respected in the belief that all people are created and loved by God. The values we promote include respect for willingness to help others. We encourage children to think for themselves, to question, to evaluate and to make choices.

This means that:

We value the way in which all children are unique and our curriculum promotes respect for the views of each individual child, as well as for people of all 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. We organise our curriculum so that we promote cooperation and understanding between 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 aim to enable each person to be successful and we 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, as well as our own.

## **The Curriculum**

St George's School provides a broad and balanced curriculum in line with the National Curriculum. We aim for high standards of teaching and learning which we continually seek to improve through a process of audit, target setting and review. School targets are set for National Curriculum assessments, however where year groups are small these are not statistically significant. We attach more importance to the setting of targets for individual children and aim to help every child fulfil their potential.

### **Planning and Organisation**

We plan our curriculum in three phases. We agree a long-term plan (the curriculum overview) for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We plan according to the National Literacy and Numeracy Strategies, adapting them for the mixed age group classes. We have based much of our medium-term planning in the foundation subjects on the national schemes of work (QCA documents).

Our short-term plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives for each session, and to identify the differentiated activities we are going to use in the lesson.

### **The Foundation Stage**

The curriculum that we teach in the foundation class meets the requirements set out in the revised curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences.

The foundation stage curriculum is organised into six areas of learning:

- personal, social and emotional development;
- communication, language and literacy;
- Problem solving, reasoning and numeracy;
- knowledge and understanding of the world;
- physical development;
- creative development.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning.

### Key Stages One and Two

At Key Stages One and Two the curriculum at our school places a clearer focus on the core and foundation subjects than it does at Foundation Stage, and we teach these 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. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

The subjects we teach are:-

#### National Curriculum core subjects:

- English,
- Mathematics,
- Science.

#### National Curriculum Foundation subjects:

- Information Communication Technology,
- Geography,
- History,
- Design and Technology,
- Art,
- Music,
- Physical Education
- Modern Foreign Languages in KS2

#### Statutory subjects

- Religious Education.

#### Non Statutory subjects

- Personal, Social and Health Education, including Sex Education, Citizenship,
- Multicultural Education,
- Environmental Education.

Throughout the school we have themes which promote cross curricular links.

The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;
- information and communication technology;
- working with others;
- improving own learning and performance;
- problem-solving.

In our curriculum planning we incorporate an awareness of these skills. We identify assessment opportunities so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop their true potential.

## **Subject Leadership**

The Role of the subject leader is to provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.

Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Subject leaders in the core subjects and ICT are given regular non-contact time to evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for pupils and staff to inform future priorities and targets for the subject.

To develop staff confidence and competence in teaching each subject, the subject leader will attend and lead appropriate staff development activities, including subject conferences where appropriate; identify with the headteacher whole-school training needs as a result of the Monitoring and Evaluation programme and performance management; arrange for appropriate advice and information from Staff Development activities and other sources to be disseminated, and where appropriate be included in improvement planning and arrange, where appropriate, school-based training.

Each subject leader is expected to play a key role in supporting, advising, guiding and motivating teachers of the subject, and other adults.

Each subject leader identifies needs in their own subject and should have an understanding of how their subject contributes to the school priorities and to the overall education and achievement of all pupils.

Each subject leader writes a whole school action plan to inform the school development plan.

Each subject leader has responsibility for securing high standards of teaching and learning in their subject as well as playing a major role in the development of school policy and practise.

## **Equal Opportunities and Inclusion**

The curriculum in our school is designed to provide access and opportunity for all children irrespective of background, race, gender, disability and capability. We aim to provide learning opportunities that enable all pupils to achieve as high a standard as possible.

## **Children with Special Educational Needs**

Many people from time to time have special needs: educational, social or emotional and some will only need short term support.

The school follows the Government's *Code of Practice on the Identification and Assessment of Special Educational Needs*.

This requires a staged approach to the identification and assessment of needs and subsequent provision. This starts as school based (School Action) and progresses, if necessary, to the involvement of outside agencies (School Action Plus) and the statementing process.

If a child displays signs of having a special need, his/her teacher makes an assessment of this need and refers the child to the Special Educational Needs Co-ordinator.

In most instances the teacher is able to provide resources and educational opportunities which meet with the child's need within the normal class organisation. (Normal class organisation includes the use of Teaching Assistants).

If a child's need is more severe, we involve the appropriate external agencies.

Parents are always consulted at the first stage and involved in all subsequent decisions.

The school has a separate policy for SEN.

### **Race Equality**

We are committed to preparing our pupils for life in a multicultural society that is totally opposed to racism and all other forms of oppressive behaviour. We believe that striving for race equality is important for all schools whether multicultural or all white, rural or urban. The school has a separate policy for race equality and an ongoing action plan.

### **Out of School Activities**

The school promotes these activities and provides a wide range of opportunities for children. We are aware that many of these depend on the generosity of staff and parents.

### **Behaviour**

The school has a behaviour policy which aims to promote responsible behaviour and self-discipline backed by a clear system of rewards and sanctions. Pupils are expected and encouraged to observe the school's policy. Parents are encouraged to read the policy and support it. The school works with parents to achieve this. Good behaviour enables teachers to teach and children to learn.

### **Homework**

The school has a homework policy which sets out clearly the responsibilities of the school, parents and children.

### **Communication with Parents**

The school informs parents about what the teachers aim to teach each term. Parents are given an appointment with their child's teacher to discuss progress in the Autumn and Spring terms. The school provides a written report on each child's progress at the end of the academic year. The school ballots parents regularly through a questionnaire on their views about the school. The school works to provide good communications with parents. At any time in the school year teachers are available to discuss children's progress or to discuss problems.

### **Monitoring and Review**

Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its cycle of review and development.

We have named governors for all subjects and governors liaise with the subject leaders, monitoring the way the school teaches these subjects.

The Headteacher is responsible for the day to day organisation of the curriculum. He/she monitors the lesson plans of all teachers and monitors the teaching and learning within the school, ensuring that all classes are taught to the full requirements of the National Curriculum and that all lessons have appropriate learning objectives.

Subject Leaders monitor the way 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.

### **Arrangements for making Complaints about the Curriculum**

The booklet *Local arrangements for the consideration of complaints about the National Curriculum and related matters* may be obtained from the school office.

This booklet sets out the procedures for formal complaints to the Governing Body or Local Education Authority.

The preliminary stage is local discussion with the Head or other staff at the school – the informal level.

The booklet states: *unless there are exceptional circumstances, there should be full discussion at the informal stage as a first step. Those with complaints will normally be advised to seek to resolve them through informal discussion before embarking on the formal stage.*

The headteacher and staff are always willing to discuss problems. The headteacher is available at most times. Please contact the school office initially, to make an appointment.

### **Evaluation**

The success of this policy will be evaluated as part of our ongoing cycle of review.

This policy was adopted by governors on: 26<sup>th</sup> January 2011