

Stanbridge Primary School

CURRICULUM POLICY



Signed (Chair):	Name: Mrs F Lindsey-Clark	Date: June 2017
Signed (Headteacher):	Name: Miss F Bertham	Date: June 2017
Ratified: by Curriculum Committee	Next Review: Term 6 2018/19	

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	Curriculum Policy	Date:	DATE
EIA CARRIED OUT BY:	F Bertham	EIA APPROVED BY:	F Bertham

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (Please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		x
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
Gender Reassignment (transgender)		x
Marriage and civil partnership		x
Pregnancy and maternity		x
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		x
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		x
Gender (male, female)		x
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		x

Any adverse impacts are explored in a Full Impact Assessment.

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Rationale

At Stanbridge Primary School, we pride ourselves in providing a safe and happy atmosphere where children's learning is at the centre of everything we do. We are facilitators for the acquisition of ideas, knowledge, skills, mindsets and qualities of character, which will help pupils to develop intellectually, emotionally, socially, physically and morally.

Our priority is to foster our children's excitement for learning through allowing them to take an active part in the curriculum. We encourage the children to be involved in assessing their learning and understanding the next steps in their learning journey.

Skills of co-operation, team work, problem solving and experimenting are at the heart of our creative curriculum. We aim to ignite a love of learning in all pupils and encourage empowering partnerships between all learners in the school (pupils and staff).

Core Principle 1:

We ensure that the statutory entitlement of every pupil to a balanced provision of all subjects within the National Curriculum is met. We also recognise and promote the key importance of the core subjects and developing the pupils' expertise in reading, writing and mathematics. We aim to activate the pupils' learning in these subjects in innovative, creative and exciting ways. The acquisition of English and mathematics skills and their application are the foundation on which our curriculum is built. This emphasis on core subject learning does not come at the expense of a broad and balanced curriculum or pupils' holistic development, however; each should support and enhance the other aspects.

The curriculum is a carefully planned, thematic approach to teaching and learning, which is designed to support children's natural curiosity and stimulate their creativity. It offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning. The curriculum planning at Stanbridge Primary has three layers. Layer 1 is a whole school overview (coverage) showing the topic names and which aspects of the National Curriculum will be taught when, throughout the academic year. Layer 2 shows the National Curriculum objectives that need to be taught for every subject for each year group. This layer also notes key skills that the pupils will need to develop in order to demonstrate that they have achieved the desired outcomes. Layer 3 demonstrates what specifically will be taught on a weekly basis in each year group for every topic.

Core Principle 2:

Direct experience is placed at the centre of the curriculum, so that teachers draw out and develop children's thinking and capacities in meaningful contexts. We focus on teaching evocative and rich lessons, which develop the pupils' knowledge, passion and deeper understanding, whilst ensuring the content of the National Curriculum is being covered. It is important that children can 'see', 'feel', 'touch' and 'smell' education.

Core Principle 3:

Knowledge, skills and understanding are expressed in a range of media and ways, often making effective use of the creative arts. At Stanbridge we provide pupils with opportunities to participate in, and experience, a broad and balanced range of arts activities as part of a rich, exciting, creative curriculum. It is important to provide tasks and activities that give pupils opportunities to be creative and to think in different ways. In turn, these activities will

develop a progressive range of skills and increase children's resilience, perseverance, capability and confidence, thereby leading to true and productive self-esteem.

Core Principle 4:

Children, adults and parents work with each other, drawing resources from the school, locality and wider community, to create a challenging, distinctive and exciting curriculum. Partnerships are of paramount importance as they have the ability to inspire and promote success for every child, through encouraging them to be active partners in their learning. This promotes a 'Growth Mindset' approach which encourages everyone to learn from mistakes and feedback, and to grow to become maturer, wiser, more thoughtful and educated people.

Core Principle 5:

All children have an entitlement to a well-resourced and rich learning environment that promotes their sense of responsibility and autonomy. At Stanbridge Primary, we pride ourselves in providing a high quality environment for children to learn in. We believe the learning environment becomes the 'second teacher' in enabling children to learn effectively.

Roles and responsibilities

The Curriculum Leader maintains an overview of the curriculum provided by the school and works in partnership with the Head teacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.

Subject leaders develop their subject areas by contributing to the writing of the School Development Plan. They analyse the standards within their subject, provide or signpost staff towards training and resources, and engage in developmental work / research projects with external colleagues.

Class teachers have the final responsibility to produce class-specific medium and short term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning.