

KINGS COPSE PRIMARY SCHOOL 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 new National Curriculum (2016), but also the range of extra-curricular activities that the school organises 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. 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, so that they achieve their true potential.

At Kings Copse we aim to provide a comprehensive academic, spiritual, moral, social, cultural and physical education for all children.

Approach

Our curriculum is delivered in line with current statutory requirements. In addition, it is shaped by the values we hold dear, including our overriding dedication to lifelong learning. 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 co-operation 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.

Through the curriculum, our pupils will be encouraged to develop:

- Lively enquiring minds through questioning, investigating and making rational decisions
- Effective communication skills
- Key skills in literacy and numeracy to support other curriculum areas
- The ability to use number and Computing confidently
- Knowledge, understanding and a sense of wonder of the world in which they live
- Personal, spiritual and moral values and respect for others, their beliefs and environment
- An appreciation of culture and the arts
- Recognition of the contribution of science, mathematics and technology to their quality of life
- An understanding of the value of exercise and the pursuit of positive attitudes towards developing physical skills and teamwork
- An appreciation of the importance of pursuing a healthy lifestyle and keeping themselves and others safe
- High personal expectations, celebration of success and an appreciation of excellence
- An understanding of how to study independently and collaboratively
- See learning as an enjoyable and purposeful activity which continues throughout life
- British Values - : democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

At Kings Copse, challenging targets are set so that children can learn effectively, make progress and attain in line with or better than their prior attainment. Quality first provision is expected – that is quality teaching in the classroom. Cross-curricular opportunities are used to enhance children's knowledge and understanding. All children are given equality of access to the whole curriculum so that they may learn effectively.

The school seeks opportunities when appropriate to enhance the curriculum and broaden the children's experiences. This includes educational trips, visits to and from theatre or arts companies, liaison with Hampshire curriculum centres (e.g. Search Museum, Gosport) and contact with community professionals such as the police, school nurse and fire service.

We plan our curriculum in three key stages, with a long term plan in each. 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. Our short-term plans are those that our teachers write and adjust on a weekly or daily basis. We use these to set out the learning targets for each session, and to identify what resources and activities we are going to use in the lesson.

We share information with parents through a termly curriculum newsletter which outlines the topic and the learning which will be planned for each curriculum area.

Equal Opportunities

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, including children with a Visual Impairment. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

We comply with the requirements set out in the SEND Code of Practice in providing for children with specific needs. If a child displays signs of needs additional to the rest of the class, his/her teacher makes an assessment of this need. 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 need is more severe, we if necessary, use the support provided by Learning Support Assistants, and we involve the appropriate external agencies.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the specific need, and outlines how the schools will aim to meet this need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Monitoring and Evaluation

The Headteacher and Governing Body have responsibility for the curriculum at the school. However, individual subject leaders take day-to-day responsibility for specific areas, monitoring and evaluation.

At Kings Copse, subject leaders:

- provide a strategic lead and direction for the subject
- support and offer advice to colleagues on issues related to the subject
- monitor pupil progress in that subject area
- provide efficient resource management for the subject

The leadership team keep an overview of the whole curriculum and it is the class teacher's responsibility to ensure that the curriculum for each subject is covered for their year group. Subject manager roles allow staff to be able to manage resources for their area. Middle and senior leaders ensure that there are opportunities to check curriculum coverage, standards and provision/outcomes for children. The role of the Governing Body is to liaise with the Headteacher and senior leaders to ensure that the curriculum is delivered in an appropriate fashion.

Policy agreed: May 2017
This policy will be reviewed in May 2020