



Stanbridge Lower School

Curriculum Policy

Reviewed February 2015

1. AIMS

1.1 This document aims to support our school's vision and mission statement to provide a high quality education for every pupil now and in the future. We are aiming to prepare our children for the 21st century.

1.2 Though this document provides support for the practicalities of the teaching and learning process, as operated through the National Curriculum, R.E. and PSHCE, the wider curriculum concerning spiritual, moral, social and cultural development and ICT must be woven through the full range of activities undertaken.

1.3 We must work towards providing education for all pupils whatever their ethnic identity, race, cultural tradition or community experience. We support them in their development of personal and cultural identities and work towards removing prejudice, harassment and discrimination.

2. RATIONALE

2.1 Research confirms the close link that exists between systematic curriculum planning and appropriate curriculum breadth, balance, continuity and progression. We aim to connect children's learning through high quality, carefully planned learning experiences, giving all our children an enriched, relevant and creative curriculum, as focused on the essential basic skills required to operate in daily life. We aim to give our children memorable experiences of their time at Stanbridge Lower School.

2.2 The National Curriculum: The new National Curriculum 2014 focuses on

- knowledge mastery, based on programmes of study that are broken down into learning outcomes for each year group.
- It allows for schools to develop their own curriculum to ensure their pupils meet the expected learning outcomes for each year group in all areas with the exception of English, Maths and Science.
- Our school curriculum at Stanbridge defines the learning that is important for our children at our school.
- Each school is responsible for incorporating into their curriculum and promoting the personal, spiritual, social, moral, health, cultural and economic development of pupils at the school enable them to become good citizens. At Stanbridge we have incorporated this learning into the curriculum.
- The curriculum is divided into year groups and each year group has key performance indicators to signify what the expected level of development for children in each year group. Children should be given every opportunity to study these in-depth.

- The Bedfordshire Agreed Syllabus for R.E. is used to develop an understanding of multi-cultural Britain, British values, life values such as tolerance, respect, citizenship etc.

3. CURRICULUM PLANNING

3.1 It is essential that learning objectives can be tracked from the National Curriculum Programmes of Study through the planning levels to individual lessons, if learning is to be precise and children are to make the best possible progress. Children should meet these objectives until they have an in-depth understanding of the curriculum.

3.2 Literacy, Phonics, Maths form the basics of our curriculum and these are planned for and taught as single subjects. Foundation subjects are planned for using The Creative Learning Journey and draw upon the skills of reading, writing and maths. Teachers can track coverage of objectives as they plan their curriculum topics each term.

3.3 Fundamental to the planning process are the school's Mission Statement, the National Curriculum, R.E. and PSHE Programmes of Study. The whole school will work together to convert these into meaningful teaching programmes:

1. The Creative Learning Journey is used to plan and track objectives relating to the main skills and knowledge to be taught to each year group during the year; it provides structure which relates directly our school curriculum. Teachers plan topics which teach objectives from the foundation subjects creatively. They link learning so that learning can be memorable, interactive, fun and highly focused for the children. These form our medium term plans
2. Short term planning takes these objectives and specifies the activities and resources which will enable them to be taught to children of all abilities, and the outcomes to be assessed.

3.4 Our curriculum provides:

- coherence, offering learning experiences which provide continuity creativity and progression for all pupils.
- breadth, providing all students access to all areas of learning and experience and to knowledge, concept, skills and attitudes.
- depth, proving children with opportunities to revisit learning and apply their knowledge and skills to various challenges, activities etc. In this way learning is retained and becomes deep routed.
- balance, giving each area of learning and experience appropriate attention;
- relevance, by linking school work to pupils' own experiences.
- differentiation so as to match pupils' developing abilities and attitudes and to personalise learning needs.

3.5 At Stanbridge we have a working partnership between parents, governors, teachers, pupils and the wider community. Parents are kept informed about the curriculum through the Creative Learning Journey sheets published on our website, and governors are kept

informed of the curriculum through governor visits, governor responsibilities and through the Head Teacher reports.

4. THE CURRICULUM ORGANISATION AND MANAGEMENT

4.1 Organisation: The curriculum is divided into Years 1 - 4 and each year group have their own expectations for each subject. Expectations for each year group are published on our website. The Reception class follows the Early Years Foundation Stage Curriculum.

4.2 Literacy and Numeracy are taught daily as stand alone subjects.

4.3 Foundation subjects are taught creatively through topics. The creative curriculum relies on the development of certain features which:

build upon prior learning from Reception to Year 4;

- create opportunities to experience success and achievement and memorable learning;
- use a variety of contexts and variety of strategies;
- uses the learning environment to enhance learning;
- enable learners to identify their strengths, needs and preferred learning skills;
- uses mini topics, celebrations and enrichment days to bring the curriculum to life.

4.4 RE is taught using the Bedfordshire Agreed Syllabus.

4.5. PSHCE is taught as a stand alone subject across all year groups.

4.6 Quality of Teaching: Good quality teaching is essential so that pupils acquire the knowledge, skills and understanding progressively and in-depth. When teaching the curriculum teachers must demonstrate.....

- They have consistently high expectations of all pupils. All pupils make very good progress through engagement with challenging tasks which require them to build on prior achievement and systematically reflect on their learning.
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- Pupils are autonomous, work independently. Teacher's in-depth subject knowledge is used to stimulate and capture pupil interest / resolve common errors and misconceptions excellently.
- The teacher has planned and taught a lesson that enables pupils to learn exceptionally well across the specification. The teacher uses well-judged and often inspirational teaching strategies, including setting appropriate homework that, together with sharply focused and timely support and intervention, matches individual needs accurately.
- Quickly, astutely and accurately discern pupil strengths and needs and intervene pro-actively in the lesson to secure very good progression for all pupils.
- The teacher systematically and effectively checks pupils' understanding throughout the lesson, anticipating where they may need to intervene and doing so with notable impact on the quality of learning. Consistently high quality marking and constructive feedback from trainee ensures that pupils make rapid gains.

- Pupils' attitudes to learning are exemplary. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality. Skilled and highly consistent behaviour management by the trainee makes a strong contribution to an exceptionally positive climate for learning. Pupils demonstrate resilience and independence when tackling challenging problems.
- The teacher (with other adults) generates high levels of engagement and commitment to learning in the lesson. The teacher deploys staff effectively and works collaboratively with them to the benefit of identified pupils.
- The teaching of Literacy for Learning, communication and mathematics is highly effective and cohesively planned to enable all pupils to make good progress.
- Lessons must have clear aims and purpose, and focus on learning intentions and success criteria. This will cater appropriately for the learning of pupils with differing abilities and interests, and ensure the full participation of all.

4.7 Leadership and Management: The Head Teacher and Governors set the agreed vision and thinking behind the curriculum organisation. Distributed leadership across the school ensures coordinators are fully involved in leading and developing their subject. Training is used to ensure teacher's skills are kept up to date and relevant to new advances in technologies.

5. CURRICULUM MONITORING AND EVALUATION

5.1 Governors' Responsibilities: In the promotion of quality in education, the curriculum is a key element. The school has a responsibility for monitoring and evaluating the curriculum. The curriculum is at the centre of Governor's responsibility, requiring them to:

- Consider any curriculum advice from appropriate agencies;
- Ensure the effective delivery of the National Curriculum.
- Ensure the need of pupils with Special Educational Needs are met.
- Determine and keep up to date a policy on sex education.
- Ensure that the legal requirements for RE and collective worship are met.
- Ensure an ethos in the school conducive to effective worship are met.
- Ensure an ethos in the school conducive to effective learning.

5.2 The Head Teacher and coordinators will evaluate and monitor teaching through the Curriculum Monitoring Programme to see that the legal requirements of the National Curriculum are being effectively met and all groups of children have access to the curriculum and they are making at least good progress.

5.3 Together governors and staff (especially subject co-ordinators and the governor responsible for the subject) will monitor and evaluate to promote pupil achievement. This is done in the following way through the curriculum monitoring programme.

- Lesson observation
- Pupil tracking
- Book Monitoring

- Planning Monitoring
- Other documentary evidence
- Data collection
- Internal review
- Feedback from parents and pupils
- External review provided by Governors, School Improvement Officer and OFSTED.

5.4 The Curriculum and Performance sub committee meet termly to track and monitor the strategic development of the curriculum ensuring all new and existing requirements are in place and impacting of the progress and attainment of the children at Stanbridge.

6. CURRICULUM ASSESSMENT AND RECORDING

6.1 Classroom Monitor is used to track and record achievements/progress across each year group in all subject areas. Teacher's set targets for children and address gaps in learning through using this system as a part of their daily record keeping and assessments. The Assessment Policy and the Attainment and Progress Assessment Scales are used to determine attainment and progress.

6.2 Reporting Procedures to Parents

- September - Meet the Teacher sessions
- Autumn Term - consultation with the child, parent and teacher
- Spring Term - consultation with the child, parent and teacher
- Summer Term - open afternoon with the child, parent and teacher and a parent consultation is required.

7. CURRICULUM DEVELOPMENT

7.1 The procedure within the School Development Plan will ensure that the curriculum is always under review and is a lively mechanism for promoting learning opportunities for pupils. We must strive to make it dynamic, development and flexible. It must appropriately focus on the needs of all individuals in the school.

7.2 The Curriculum Monitoring Plan provides the Head Teacher, Governors and Coordinators with comprehensive information which can be used to evaluation and subsequently develop the curriculum.

7.4 Effective and systematic record keeping/ tracking of progress and achievement will enable the school to monitor and evaluate the development and management of the curriculum.

8. CONCLUSION

8.1 This curriculum document brings together our thinking on the curriculum, its aims, processes and organisation at Stanbridge Lower School.

8.2 We have considered both the overall view and the detailed planning.

8.3 We provide a continuous and progressively effective curriculum for each pupil. This

requires:

- a clear framework for the whole curriculum; and
- a curriculum that is composed of inter-related experiences, embodying knowledge, skill, understanding and creativity.

9. REVIEW PROCEDURES

The school's policy will be reviewed when

- 2 years have elapsed
- A new co-ordinator has been appointed.
- There has been a significant change in; the programmes of study staff or pupils.

R J Godwin
Head Teacher
February 2015

This policy was ratified by the full governing body.

Date of Meeting:

Signed Chair of Governors.