

Redlands Primary School Curriculum Policy



“At Redlands Primary School we believe that learning is an enjoyable, lifelong process through which everyone can achieve their potential and exceed their expectations.”

Relationship to other policies

The school policy on the curriculum embraces the Teaching and Learning, Safeguarding and Child Protection, Admissions, Assessment, Charging, Collective Worship, Drugs, Equality, Health and Safety, Performance Management, School Visits, SEN, Sex Education and Staff Discipline Policies.

Curriculum Policy

1. Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes the formal requirements of the National Curriculum as well as 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.

2. Values

Our job as a school is to help every single child to develop the skills, attitudes, knowledge and understanding that will help them maximise their life chances and become valued members of the community..

We do this by promoting a safe, nurturing and inspiring environment in which questioning and challenge foster the personal growth that comes from learning about different perspectives, cultures and experiences. We encourage respect for people, their rights, beliefs and culture. We support and promote the United Nations Convention on the Rights of the Child and believe that every child has the right to say what they think in all matters affecting them and to have their views taken seriously, just as every child has to take responsibility for themselves, their actions and their place in the wider community.

We are committed to promoting equality of opportunity and fairness providing opportunities to help every child - regardless of gender, race, colour, beliefs, disability or economic status – to begin to become the best that they can be.

We believe that collaboration is an effective route to academic success and an effective model of a thriving society. Working in a spirit of collaboration and cooperation will help to achieve goals that are beneficial to the individual and to the wider community.

We show determination that our children should achieve the highest standards of which they are capable, including in exams, and aim to provide them with excellent teaching and guidance to help them succeed – in literacy and numeracy, science, sport, humanities, the arts, and in simply being a valued and responsible member of the community. We value an understanding and appreciation of spirituality, whether in terms of individual religious beliefs, different cultures or the spiritual uplift we get from music, great art, sporting achievement or a simple act of kindness or consideration. Social, Moral, Spiritual and Cultural education forms part of the taught curriculum and the ethos of the school. We promote and uphold Democracy and British Values and subscribe to the idea that schools have a role to play in preventing children being indoctrinated into extreme anti-democratic beliefs, principally through the Prevent programme.

Aspiration to fulfil potential and have a successful and satisfying life goes alongside persistence in overcoming barriers, perseverance when the going gets tough, empathy to understand how others feel and how we fit in to society, and good humour which helps us to keep a sense of perspective. We believe all life and all people are precious and that understanding and enjoyment of this fact is always reason for celebration.

3. Aims

The general aims of our school curriculum policy are:

- To ensure there are consistent procedures for delivering the curriculum across school and for assessing the attainment and progress of Redlands children.
- To ensure that all pupils have access to a broad and balanced curriculum that provides them with the opportunity to achieve to their full potential, and embeds an awareness and understanding of the school values including spiritual, moral and cultural issues.
- To ensure the school curriculum fulfils the requirements of the revised National Curriculum.
- To ensure that those involved in the implementation and monitoring of the curriculum fully understand their role and responsibilities.

4. Role of the headteacher, other staff and governors

The **headteacher** will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of computing.
- the amount of time provided for teaching the curriculum is adequate
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum
- the procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with school or national expectations, and what is required to help them improve
- the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- the governing body is advised on statutory targets in order to make informed decisions.

It is the responsibility of the headteacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended.

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
- National Curriculum test and teacher assessment results are published via a link on the school website
- 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.

5. Arrangements for monitoring and evaluation

The governing body will receive a termly report from the headteacher, which, in the course of a school year, will include information on:

- the standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks
- the standards achieved by pupils with special educational needs and groups deemed to be vulnerable, compared with national and local benchmarks in order to monitor our success in 'closing the gap'
- the number of pupils for whom the curriculum was disapplied, the arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils
- the evidence of the impact of external intervention and support and national strategies on standards
- the views of staff about the action required to improve standards
- the nature, and outcome, of any parental complaints about the curriculum.

6. The role of the subject leader

The role of the subject leader is to:

- 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.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. 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.

7. Monitoring and review

Our governing body's standards committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews subject areas according to school priorities.

The headteacher and curriculum leader are responsible for the direction and drive of the curriculum .

Subject leaders monitor the way their subject is taught throughout the school.

8. Home/School Partnership

Teachers set homework weekly for all pupils. This principally focuses on reading and number facts and will be published on the school website. Parents will be expected to support their child with their learning, encouraging and praising them for their efforts.

9. Equal Opportunities

All pupils will have access to the full curriculum irrespective of age, gender, race, disability, gender reassignment, sexual orientation, religion or belief.

10. Monitoring of this policy

Members of the Leadership Team and the Chair of the Governor Standards Committee will oversee the implementation of this policy.

RR related articles

Article 3 - The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children

Article 12 - When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

Article 28 and 29 - Every child has the right to an education. Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people. Children have a particular responsibility to respect the rights their parents, and education should aim to develop respect for the values and culture of their parents. Young people should be encouraged to reach the highest level of education of which they are capable.

Responsibility: Headteacher

Date of Policy: November 2015

Reviewed: October 2017

Date of next Review: October 2019

