

THE FEDERATION OF NETTLESTONE & NEWCHURCH PRIMARY SCHOOLS



CURRICULUM POLICY

Date Agreed: September 2016

Review Date: September 2017

A handwritten signature in blue ink that reads "DMF Botlett".

Signed: _____

Chairman Board of Governors

The Federation of Nettlestone & Newchurch Primary Schools

Revision No.	Date Issued	Prepared By	Approved	Comments
1	October 2014	AJ/VH		Revision of Policy in line with changes to the National Curriculum and Federation with Nettlestone Primary School.
2	September 2015	KH/JP		Revision in line with changes to new assessment framework.
3	September 2016	KJH		Hyperlinks added to relevant documentation Appendix of curriculum content.

All the governors and staff at Nettlestone Primary School are committed to sharing a common objective to help keep the children and staff of the school safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school. All policies should be read in conjunction with the Federation Child Protection Policy which can found in the Policies section on the school website.

Curriculum Policy

Policy Statement

We believe that the curriculum is a powerful tool that promotes a love of learning, a willingness to explore and the time to have fun. We want our children to acquire the skills, knowledge, understanding and attitudes that will enable them to reach their potential, exercise positive choices and enjoy their lives. We want to ensure that learning progress is made in every lesson - whether that be a new fact, a new idea, a new way thinking or a new way of doing.

We are committed to developing the whole child. We are proud to use the [National Curriculum](#) as a starting point for a wide and varied learning experience for our children. In our schools there is a focus on the core skills of English and Mathematics to provide the children with a secure foundation in these key areas. However, we believe that the curriculum should be broad, balanced and purposeful. Curriculum areas are therefore linked into topics; creating opportunities to inspire and motivate the children. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. We enrich our curriculum by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. The curriculum in our schools evolves according to the needs of our children and the aspirations of the staff and community. As a result we are continually reviewing and improving the curriculum we offer to our children.

Equality and diversity

As part of our commitment to developing the whole child, we will provide access to the curriculum for all children by promoting inclusion, preparing children for life beyond the Federation, celebrating diversity including [British Values](#) and removing any identified barriers to education in a safe and secure learning environment. We are aware of our obligations under the [Equality Act 2010](#)

to eliminate discrimination, harassment and victimisation, promote equality of opportunity and to foster good relations both within the school and the wider community.

Values

Our Federation curriculum is underpinned by a commitment to our school visions of "Changing Lives for Changing Times" (Nettlestone) and "Learning Today for Life Tomorrow" (Newchurch).

- 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 use the community to enrich the curriculum.
- 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.
- We value parents/carers and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through topic letters, homework and curriculum workshops and are positively encouraged to become involved.

Aims

The aims of our Federation curriculum are:

- to fulfil all the requirements of the National Curriculum, the Early Years Foundation Stage Framework and the Locally Agreed Syllabus for Religious Education;
- to provide pupils with meaningful and relevant learning opportunities which are suitable for the pupils attending our schools;
- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- to teach children the core skills of reading, writing, communication and mathematics;
- to ensure that all children are taught the essential knowledge in the key subject areas;
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens and prepare them for a life in modern Britain;
- to teach children to have an awareness of their own spiritual development and to distinguish right from wrong;
- to help children understand the importance of truth and fairness so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem and to live and work cooperatively with others.

Key skills

We seek to engage children in their learning and promote positive behaviour for learning by developing the following skills and attributes. We want our children to be:

- **Inquirers:** using their natural curiosity to acquire the skills needed to conduct purposeful research.
- **Lifelong learners:** with an active love of learning,
- **Thinkers:** skilled in using thinking skills critically and creatively to make decisions and solve complex problems.
- **Communicators:** confident in receiving and expressing ideas and information—in more than one language.
- **Risk-takers:** confident to explore new roles, ideas and strategies.
- **Knowledgeable:** with a critical mass of significant knowledge of themes and topics of global importance.
- **Principled:** with integrity, honesty and a sense of fairness and justice.
- **Caring:** with a personal commitment to action and service-and sensitive towards others' needs and feelings.
- **Open-minded:** committed to exploring a range of views, and understanding the values and traditions of other cultures.
- **Well-balanced:** with an understanding of the importance of physical and mental balance and personal well being.
- **Reflective:** with the ability to reflect wisely, and constructively analyse their personal strengths and weaknesses.

*Accredited to 'The Learning Revolution'
Gordon Dryden & Dr. Jeannette Vos*

Organisation and planning

Our approach to planning and delivery is driven by ensuring that the curriculum meets the distinctive needs of our pupils based on their context. Continuity and progression in the curriculum is built around the required essential knowledge, understanding and key skills within each subject area. Children will only study learning objectives from the relevant age appropriate curriculum. A focus is included on challenging more able learners by broadening and encouraging deeper thinking.

We plan our curriculum in three stages: long-term, medium-term and short-term. We agree a long-term plan for each year group. This indicates what topics are to be taught in each term based on the end of year attainment expectations within the National Curriculum. These are then synchronised by the Heads of School and subject leaders to ensure appropriate curriculum coverage, skills progression and continuity in learning.

With our medium-term plans, we give clear guidance on the objectives, skills progression and teaching strategies that we use when teaching each topic. Our medium term planning is directly linked to National Curriculum year specific expectations. Year group staff collaborate across the Federation in order to share topic ideas and make links between areas of the curriculum and whole school events, e.g. focus days. As we have adopted the National Curriculum frameworks and programmes of study for English and Maths for our schools, we take our medium-term planning

directly from these guidance documents. Our short-term plans are those that our teachers write on a weekly basis.

Throughout the school, we adopt an inter-disciplinary approach to curriculum planning which aims to link the topics of various subjects. Science, geography and history are seen as the drivers of the non-core subject areas with the creative arts (art and design technology) and the performing arts (music and dance) seen as the enhancers. In addition, there is an expectation that teachers build in opportunities to develop and apply English, mathematics and ICT skills where it is appropriate to do so. However, there are instances where subjects are taught more discretely. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the Early Years Foundation Stage Framework and the National Curriculum.

The curriculum and inclusion

The curriculum in our Federation is designed to be accessed by all children who attend school. If children have special educational needs or disabilities (SEND), we proactively comply with the requirements set out in the SEND Code of Practice. 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 we think it necessary to modify some children's access to the curriculum, in order to meet their individual needs, then we do this in consultation with parents.

Early Years Foundation Stage

We believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential. The curriculum that we teach in our Reception Classes meets the statutory requirements set out in the [Early Years Foundation Stage Framework](#). We recognise that children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. Our schools seek to provide a secure foundation through:

- learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- partnership working between practitioners and with parents and/or carers; and
- equality of opportunity and anti-discriminatory practice, ensuring that every child is included and supported.

A full statement explaining how our Early Years curriculum is planned and developed can be found in the Early Years Foundation Stage Policy

Extending the curriculum

We extend our curriculum by offering a wide range of extra-curricular activities including after-school clubs, performances, sports events, competitions, trips, outreach visits and enrichment events for more able and talented pupils.

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 advise colleagues on issues related to the subject;
- monitor pupils' attainment and progress in that subject area;

- provide efficient resource management for the subject.

Monitoring and review

Our Governing Body's Achievement and Standards Committee is responsible for monitoring the way in which the school curriculum is developed and implemented. These governors liaise with the respective subject leaders and monitor the way in which these subjects are taught. There is also a named governor assigned to ensure appropriate provision for children with Special Educational Needs or Disabilities (SEND).

The Executive Headteacher and Heads of School are responsible for the day to day organisation of the curriculum. They monitor the curriculum through analysing standards of attainment and progress; planning and work scrutiny; lesson observations; and liaising with the subject leaders, curriculum teams, EYFS Lead and SENCO. Core subject leaders, assisted by senior leaders, monitor the way their subject is taught throughout the school. They examine long-term and medium-term plans to ensure that appropriate objectives, teaching and assessment strategies are used.