



**John Randall**

Be Ready, Be Respectful, Be Safe

# Curriculum Policy

**Introduced: September 2013**

**Updated: September 2020**

## Introduction

The curriculum is all the planned activities that we organise in order to promote Learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, 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, independent, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

**These are the ethos of our school, upon which we have based our curriculum:**

**Be Ready** – ready to learn, ready to be responsible to learn.

**Be Respectful** – respectful to our environment, each other and our wider community

**Se Safe** – know how to keep ourselves and each other safe.

### Intent

By interlinking the National Curriculum with our Outdoor Learning curriculum and our Food vision we aim:

- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to enable children to be independent and to develop their own thinking skills;
- to teach children about their developing world;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual, mental well-being and development;
- 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 be able to live and work co-operatively with others.

## Implementation

For all subjects in all year groups we have overviews that map out the whole school National Curriculum. Threaded through the curriculum offer are our experiential learning opportunities Outdoor Learning; learning and understanding of the natural world and our food vision. Food is central to our growth, development and offers us unique learning opportunities about the world and its history.

We love to reward behaviour for learning through post cards home and thank you cards.



Teachers carefully map out long term teaching plans to cover the National Curriculum over a year, these plans are then extended and detail is added over medium term (termly / half termly) and then refined in weekly plans.

Assessment for Learning and reflection on the learning journey of the children is a daily activity. All teaching staff have daily reflection time to support the next steps in learning and how best to offer the learning experience to the children. The children are encouraged to use self and peer assessment to independently find their own next steps.

We capture learning formally in weekly phonics, spelling and times table tests and again each half term using teacher assessment and test papers.

Visits and visitors are threaded through the year. Teaching staff are activity encouraged to use experts and places of excellence to promote learning and offer the children the very best example of the subjects they are taught.

The school offers French, music and PE taught through professionals.

We also have a team of professional chefs in the school kitchen and have a regular artist in residence. Our lunch time is part of our teaching timetable, meals are freshly prepared and each meal is a unique blend of traditional food with world food. This gives us opportunities to talk with the children about how youth around the world dine and enjoy different foods.

We have residential trips in Years 2, 4 and 6.

We aim to offer the children the very best examples of professionalism to aspire to.

## **Impact**

**We measure the impact of our curriculum in a number of ways.**

**The most important measure is the knowledge and understanding of the children and the ways in which our children apply their knowledge and transfer it between subjects and activities. We monitor this each lesson by verbal feedback and expecting children to self-assess their learning.**

Each subject has its own progression in skills documents, this is written and assessed by our subject leaders. Please see the progression in skills document. Each teacher in school has subject leadership of a National Curriculum subject. Each subject leader monitors their subject, undertaking book scrutinies, observations, pupil progress meetings and capturing pupil voice. We also capture learning using digital devices and platforms such as Tapestry, Seesaw, Book Creator and project books.

All assessments are shared with parents once a term formally and informally through conversations, emails and telephone calls.



## **Children with special needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. The school provides a Provision Map, which is discussed with parents, for each of the children who are on the special needs register. This sets out the nature of the special need and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. If a child's need is more severe, we consider the child for an educational health care plan and we involve the appropriate external agencies when making this assessment.

## **Monitoring and review**

Our governing body is responsible for monitoring the annual School Development Plan and termly Raising Attainment Plan.

The governors liaise with the subject leaders of these areas and monitor closely the way the school teaches these subjects.

The head teacher is responsible for the day to day organisation of the curriculum. The head teacher monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives, pitch and challenge.

We wish for every child to be the best they can be and to apply Ready, Respectful and Safe to all they do through their lives. Be endeavouring to challenge and enrich their learning through the Food vision and the Outdoor Learning we hope that our children have developed a passion for all the world has to offer.

**Signed: Stephanie Dowley**

**Date: September 2020**

**See also Teaching and Learning Policy**

