

# Boughton Primary School

## Curriculum Policy 2015

### Introduction

The curriculum is the totality of pupils' learning experiences.

At Boughton Primary School we believe that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability. The taught curriculum is comprised of The National Curriculum and the wider curriculum and meets statutory requirements.

We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning through our creative curriculum which is based on firsthand experience. This enables us to provide a high standard of teaching and learning.

### Aims

The aims of the curriculum are to:

- ◆ promote high standards in reading, writing and mathematics
- ◆ allow children to develop a knowledge of themselves in time and space
- ◆ enable children to acquire knowledge and skills in science
- ◆ enable children to be confident in the use of ICT and Computers/Computing
- ◆ promote spiritual development
- ◆ promote physical and mental development and an awareness of the importance of a healthy lifestyle
- ◆ enable children to be aware of the importance of and participate in the arts and related cultural themes
- ◆ enable pupils to develop moral sensibility through carefully taught values
- ◆ develop the personal and social skills of each child
- ◆ provide equality of access and the opportunity for all pupils to make progress
- ◆ prepare pupils for the opportunities, responsibilities and experience of adult life in British Society.

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving.

Through the provision of rich and varied activities, we aim to:

- ◆ encourage the best possible progress and the highest attainment for all pupils
- ◆ enable pupils to make connections across different areas of learning
- ◆ help pupils to think creatively and solve problems
- ◆ develop pupils' capacity to learn and work independently and collaboratively
- ◆ enable pupils to respond positively to opportunities, challenge and responsibility
- ◆ enable pupils to acquire and develop a broad range of knowledge, skills and understanding

We aim to foster a life-long love of learning, through adopting a highly practical and cross-curricular approach.

Our Creative Curriculum aims to deliver a twenty-first century education that will equip our children with the skills required to be independent and responsible citizens.

Our curriculum aims to develop caring and responsible citizens who:

- ❖ are secure in their values and beliefs
- ❖ respect others
- ❖ recognise responsibilities as a global community
- ❖ have a sense of worth, purpose and personal identity
- ❖ are able to challenge justice
- ❖ make informed choices
- ❖ can handle conflict
- ❖ have enquiring minds
- ❖ can communicate well
- ❖ are able to learn independently and with others
- ❖ have essential learning skills in literacy, numeracy, science and ICT
- ❖ are creative and resourceful
- ❖ work co-operatively
- ❖ develop problem solving skills
- ❖ use and apply and transfer skills to differing situations
- ❖ are confident individuals who are able to live safe, healthy and fulfilling lives
- ❖ can relate to others and form good relationships
- ❖ know how to sustain and improve the environment and take into account the needs of present and future generations when making choices.

We aim to deliver this through:

- ❖ Through teaching units on healthy living, community, and citizenship
- ❖ Linking our learning with sustainable development outcomes.
- ❖ Developing a sense of community and belonging, contributing to our local community and global community through direct interaction.
- ❖ Equipping children with skills for life, through practical work and by applying literacy, numeracy and ICT/Computing skills
- ❖ Providing opportunities for children to broaden their outlook on life
- ❖ Making learning more meaningful, by putting it into context
- ❖ Holding a flexible time-tabling approach to make space for true depth of study
- ❖ Reducing the number of topics covered within a school year and establishing cross-curricular links so that more time and space is given to in-depth study
- ❖ Listening to pupil voice and involving pupils in planning and decision making.
- ❖ Involving parents in open afternoons and theme days
- ❖ Bringing learning to life through visits, visitors and theme days.
- ❖ Ensuring progression by building on what children already know through the use of AFL techniques
- ❖ Working with members of the local and global community

### The Organisation of the Curriculum

The curriculum is taught through discrete subjects and linked “topic” areas within the creative curriculum. Mapping indicates the broad objectives and the links made between subjects. Units of work are planned, usually over half a term’s duration. These are called MEDIUM TERM PLANS and contain the detail of the work to be covered with a progression of learning objectives. The plans indicate how the work will be differentiated and what the pupil outcomes will be.

The children are taught with their year groups with some children are withdrawn for small group support. Units of work are planned using the framework of the National Curriculum. The RE scheme of work follows the Northamptonshire Agreed Syllabus.

### **Planning**

National Curriculum objectives are incorporated into our planning. An overview of the topics covered within Years F to 6 gives a broad outline and shows progression and continuity in topics and subjects taught in a cross curricular way across school.

There are three parts to our planning:

**Long term planning;** these show an overview of topics/themes covered in each year group. They give a broad outline for each year group and shows progression and continuity between topics taught in a cross curricular way across school.

**Medium Term Planning;** these show specific objectives to be taught within each area of the curriculum and the links between them.

**Weekly Planning;** These break down the objectives into weekly achievable targets and activities.

Pupils are part of the planning process at the medium and long term planning stages. Long term planning is flexible year on year as long as the objectives from the National Curriculum are covered. Therefore topics may change.

### Roles and Responsibilities

The Headteacher, Senior Leaders, Subject Leaders/Class Teachers and Governing Body have overall responsibility for the curriculum,. The Headteacher and Subject Leaders are responsible for overseeing the delivery of the curriculum through:

- ❖ Regular formal and informal discussions with staff.
- ❖ Monitoring planning to ensure curriculum and key skills coverage.
- ❖ Carrying out book scrutiny alongside planning and to ensure cross-curricular links are optimised.
- ❖ Observing learning and teaching to ensure progress is being made within the topics.
- ❖ Regular reviews of the curriculum through pupil discussion and open dialogue.
- ❖ Making changes where necessary.
- ❖ Formulating an action plan to move the school forward.
- ❖ Speaking with the children about their learning.
- ❖ Sending out curriculum information to parents termly.

The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff:

- ◆ the Senior Leadership Team co-ordinate the work of the subject leaders and ensure that the curriculum has progression and appropriate coverage
- ◆ class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group
- ◆ the Assessment Manager ensures that the progress of each pupil is tracked and that there is appropriate challenge support and intervention
- ◆ the Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Head teacher's report

All teaching staff are responsible for the planning and delivery of the curriculum on a day-to-day basis and for making cross-curricular links where appropriate. Staff make amendments to planning in order to optimise learning opportunities when they arise.

Teaching staff are encouraged to enthuse the children and broaden their experiences through the 'WOW' factor e.g. off-site visits, visitors into school and shared experiences of the wider school community. This works really well at the beginning of a topic but can be used anywhere.

Childrens' achievements are celebrated regularly in the school through displays in classrooms and shared areas and in assemblies where children are encouraged to share their knowledge with the rest of the school.

### **Inclusion**

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or abilities.

Children learn best when they can see links and have reasons for learning. Our curriculum promotes enjoyment of learning through debate, creativity, purpose and relevance. We hope that pupils are motivated by achievement both now and in the future and have a positive attitude towards themselves, others and their environment.

### **Monitoring and Evaluation and assessment**

The SLT monitor the progression, continuity and effectiveness of the creative curriculum together with the governing body. Learning and Achievement Committee meetings are held regularly.

Assessment For Learning (AFL) is a key aspect and forms a large part of our daily teaching and we use this to inform next steps whilst working through a topic/theme.

**Policy Monitoring, Evaluation and Review**

This policy will be monitored by the school's Senior Leadership Teams and the Governors Learning and Achievement committee will evaluate the policy. It will be reviewed annually.

Paul Archer  
October 2015

Agreed by Governors:

Signed..... (Chair)