



HARRIS PRIMARY SCHOOL

CURRICULUM POLICY

We will help children build foundations for life. To develop the skills, knowledge and confidence they need to shape their own futures and to benefit others, leading ultimately to fulfilling and happy lives for themselves and a coherent and healthy society.

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that we offer 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.

Values

Our school is in agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England:

- We value the importance of each person in our school and promote co-operation and understanding between all members of the school community.
- We respect children in our school for who they are and treat them with fairness and honesty, providing equal opportunities for all the children in our school.
- We aim to enable each person to be successful
- 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.

Aims and objectives

The aims of our school curriculum are:

- 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 basic skills of literacy, numeracy and computing;
- to enable children to be creative;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;

- to help children understand 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 be able to live and work co-operatively with others.

Organisation and planning

The daily timetable has been developed to maximise learning with the majority of session time planned for the first part of the morning. We plan our curriculum in three phases. We agree long-term subject plans which indicate what topics are to be taught and to which groups of children. We review our long-term plans on an annual basis. Teachers make creative use of time to ensure effective coverage, “blocking” lessons where appropriate.

We use the key objectives from the National Curriculum as the starting point for our medium-term planning in the foundation subjects. Skills for each subject are evident on plans. Teachers make use of the wider community to bring in skills and resources where possible.

Our short-term plans set out the learning objectives for each session and identify resources and activities.

Over the three terms of the academic year all children experience the full range of National Curriculum subjects.

Theme days/weeks are planned regularly to promote creativity and learning that is relevant and exciting.

Children with special needs

We aim 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 that need. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. 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 a child’s need is more significant, we involve the appropriate external agencies.

The school provides School Support Plan (SSP) for every child who is on the SEN register. This sets out the nature of the special need and outlines how the school 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.

The Foundation Stage

The curriculum that we teach in reception class meets the requirements set out in the Early Years Framework/‘Curriculum Guidance - Foundation Stage’. Curriculum planning focuses on the Early Learning Goals and on developing children’s key skills and experiences.

Our school supports the principle that young children learn best through well-planned, structured activities. Teaching in reception class builds on the experiences of the children and their interests and abilities. Learning is further enhanced and extended through use of the outdoors.

During the children's first term in reception class their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for every child.

We are well aware that all children need the support of parents to make good progress in school. We strive to build positive links with the parents of every child by keeping them informed about the way in which the children are being taught and how well every child is progressing.

Key skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;
- working with others;
- improving own learning and performance;
- problem-solving.

All subject areas contribute to a child's progress in these skills. We believe that all children need to make good progress in these skill areas in order to develop to their true potential. The school has developed a system for ensuring generic skills are taught and developed as a child passes through the school. Children are encouraged to apply their new knowledge to a wide variety of exciting activities and evaluate their own and others' performance in a supportive environment.

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.

The school gives subject leaders regular non-contact time, so that they can carry out the necessary duties involved with their role. It is the responsibility of each subject leader to keep up to date with developments in their subject, at both national and local level, to review the way the subject is taught in the school and to plan for improvement.

PREVENT

Under the Counter Terrorism and Security Act 2015, schools have a duty to "have due regard to the need to prevent people from being drawn into terrorism".

This school is mindful of our duty to PREVENT extremism/terrorism. To this end the British Values of tolerance, democracy, rule of law and individual liberty are promoted and taught throughout our procedures, policies and curriculum.

Schools should be safe places for children to discuss and understand these issues and this policy is not intended to limit discussions surrounding sensitive issues. However, **any visitors or speakers, whether invited by pupils or staff, must be suitable for primary age children and will be fully supervised by the class teacher during their time in school. School events will be checked by the Headteacher to ensure they will not pose a risk.**

The school has robust safeguarding procedures in place to identify children at risk and to intervene as appropriate. All areas of the curriculum will support diversity, welfare, equality and safety. Pupils will be encouraged to respect others with particular regard to the protected characteristics in the Equality Act 2010.

Any concerns regarding radicalism, extremism or terrorism must be reported to the Headteacher/DSL for Safeguarding immediately.

Monitoring and review

Our governing body's curriculum committee is responsible for monitoring the way the curriculum is implemented.

We have named governors for Literacy, Numeracy and Special Educational Needs. These governors liaise with the appropriate coordinators and monitor progress.

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

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. They question pupils about their learning, scrutinise work and may observe lessons from time to time. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Reviewed by: Miss H Brown

Date of Review: Summer 2021

Date of Next Review: Summer 2022