



# Bishop Bridgeman Church of England Primary School

## Curriculum Policy

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#### **Rationale:**

The curriculum is the totality of pupils' learning experiences. At Bishop Bridgeman CE 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. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning. The curriculum meets statutory requirements.

#### **Aims**

The aims of the curriculum are to:

- promote high standards in reading, writing and maths;
- 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;
- 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.

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.

### **The Organisation of the Curriculum**

- the curriculum is taught through discrete subjects teaching of English Maths, P.E. , ICT and R.E. along with a creative curriculum that embraces all other subject areas;
- curriculum overviews indicates the broad objectives and the links between subjects;
- units of work are planned, usually over half a term's duration and contain the detail of the work to be covered with a progression of learning objectives;
- More detailed short -term plans are created (weekly planning) which details all;
  - work to be covered; the learning objectives, the differentiated and what the pupil outcomes will be;
- the children are taught with their year groups with some children being withdrawn for small group support;
- setting takes place in some classes for numeracy and literacy. This enables the teaching to focus on a particular age range or level of ability;
- units of work are planned using the framework of the National Curriculum; the P.E , I.C.T and RE follow relevant schemes of work

### **Children with Special Needs, including Able, Gifted and Talented**

- The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEN policy. We always provide additional resources and support for children with special needs.

- 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. If staff or parents or carers raise a concern about a child, his/her teacher will make an assessment under advice from the SENCo. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Support staff or specialist teachers may be used to assist the child.
- If a child is working at the extension level they will be given open-ended questions and tasks and encouraged to follow lines of thought independently, as stated in our TASC policy.

### **The Foundation Stage**

- The curriculum that we teach in the Early Years class meets the requirements set out in the revised Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.
- Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Early Years class builds on the experiences of the children in their pre-school learning. We build positive partnerships through visits by the Foundation Stage teacher to feeder nurseries and through other professional liaison.
- During the Foundation Stage, the teacher makes continual observations to record the children's progress. These assessments form an important part of the future curriculum planning for each child and are shared with staff, parents and carers and the Governing Body.
- We are well aware that all children need the support of parents and carers and teachers to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child's progress through the Learning Journey.

### **Roles and Responsibilities**

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

- the Assistant Headteacher co-ordinates the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage;
- co-ordinators are responsible for the planning and liaising with class teachers over the content and delivery of the units of work. They evaluate and monitor standards in their subject;
- 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 *Headteacher's* report.

Proposed by: Mrs V Patel

Reviewed date: February 2015

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.