

Langley Mill CE (Controlled) Infant School & Nursery

Curriculum Policy

Introduction

The curriculum is the totality of pupils' learning experiences that is all the planned activities that we organise in order to promote learning and personal growth and development. At Langley Mill CE (Controlled) Infant School & Nursery we believe that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability.

We have developed a creatively delivered, thematic, English and mathematics biased, skills based approach to curriculum design. Our curriculum includes the formal requirements of the Early Years Foundation Stage Framework, National Curriculum and Derbyshire SACRE Agreed Syllabus for RE. It also includes the range of extra-curricular activities that the school organises in order to enrich the experience of the children. Additionally, 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 curriculum is underpinned by the values that are outlined in the school's vision, aims and mission statement. The curriculum is the means by which the school achieves its objective of educating children in the skills, knowledge, and understanding that they need in order to lead fulfilling lives.

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 social, moral, spiritual and cultural development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our school community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.

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.

Aims and objectives

The aims of our school curriculum are:

- enable pupils to reach high standards of attainment; especially in English and mathematics;

- set challenging expectations of educational standards and achievement;
- value individuals and communities;
- enable children to acquire knowledge and skills in science;
- enable children to be confident in the use of ICT and 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.

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 Creatively Delivered Curriculum

In order to engage, inspire and motivate we actively seek out opportunities to make the learning more meaningful for the pupils. This is achieved in a number of ways, including:

- making links across subjects through the use of topic work;
- identifying areas of interest to capture pupils' curiosity;
- using a range of teaching styles to encompass the different learners within the classroom;
- planning themed weeks to encourage creativity and innovation (e.g. Book Week, Science week, etc.);
- incorporating local and national initiatives (e.g. world books and poetry days, AB week, poppy day);
- working with other schools and the local community (e.g. National Trust).

Key Skills

Our school believes that all children need to make good progress in these skill areas in order to develop their true potential.

- communication

- application of number
- information technology
- working with others
- improving own learning and performance
- problem-solving
- independent thinking

Independence

We firmly believe that a successful learner is a person who is able to access, organise, select and apply resources and materials to enable them to progress their learning. In order to promote this we are committed to providing opportunities within school for the children to develop their independence.

The Early Years Foundation Stage

The curriculum that we teach to the Nursery and Reception children meets the requirements set out in the September 2014 Early Years Foundation Stage Framework. Our curriculum planning focuses on the Development Matters bands/Early Learning Goals and on developing children's skills and experiences, as set out in these documents.

Our school fully supports the principle that young children learn through play and by engaging in well-planned, structured activities. Staff in the Nursery and Reception classes use observation to assess children's learning. This information enables staff to plan the curriculum appropriately to promote the next steps in a child's learning.

Teaching in Nursery and Reception builds on the experiences of the children in their pre-school setting. We do all we can to build positive partnerships with the pre-school providers in the area.

During the children's first 4 weeks at nursery/school, the teachers make an assessment and record the skills, knowledge and understanding of each child on entry. This assessment forms an important part of the future curriculum planning for each child.

Key Stage 1

At Key Stage 1 we place a great emphasis on creativity and achieving a broad and balanced curriculum over the year. We teach some subjects separately, i.e. RE, R-Time, PE, but others are taught through the cross curricular approach wherever possible so links and connections between subject areas are made providing greater coherence and sense for children.

The Organisation of the Curriculum

- the curriculum is taught through discrete subjects and linked "topic" areas where relevant;
- the school has a LONG TERM PLAN which indicates a yearly overview of topics and shows a balance between subjects taught;

- units of work and topics 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;
- **SHORT TERM PLANNING** is carried out for each subject and in more detail for English and Mathematics using an agreed format;
- the children are taught in year groups or in a mixed age class depending on numbers on roll - with some children being withdrawn for small group support;
- differentiated input or group work may take place for English, Mathematics and social, emotional and behaviour skills. This enables the teaching to focus on a particular age range or level of ability;
- planning incorporates the use of the EYFS guidance and the framework of the National Curriculum 2014.

Special Needs and/or disabilities

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so, in full consultation with parents/carers of the child.

If a child has a special need and/or disability, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs and disabilities. If a child displays signs of having special needs/disabilities, 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 severe, if necessary we use the support provided by Teaching Assistants, and we involve the appropriate external agencies.

The school provides an Individual Educational Plan (IEP), a Group Educational Plan (GEP) and/or a Multi Element Plan (MEP) for each of the children who is on the special educational needs and disabilities register. This sets out the nature of the special educational need and/or disability, 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.

Gifted and Talented and Most Able

We identify children whose abilities are outside the usual range in either a particular area of the curriculum or more generally. We keep a register of the identified children and teachers consider these children when planning and use a range of strategies to meet their particular need.

Roles and Responsibilities

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

- the Leadership and Management Team co-ordinate the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage;

- class teachers are responsible for writing the medium term plans and liaising with year group partners over the content and delivery of the units of work. Subject co-ordinators 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 class teacher ensures that the progress of each pupil is tracked and this information is fed back to the Headteacher termly - showing that there is appropriate challenge support and intervention planned;
- the Headteacher ensures that the progress of groups of pupils is tracked and this information is fed back to class teachers with appropriate action for the following term;
- the Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Headteacher's report.

Monitoring and Review

The Headteacher and Assistant Headteacher share responsibility for the day to day organisation of the curriculum and lead the monitoring of subjects that are taught throughout the school.

Governors receive reports for different curriculum areas at each meeting and liaise with the subject leaders.

Our Governing Body's Teaching and Learning Committee is responsible for monitoring the way the school curriculum is implemented. This group reviews subject policies as part of the review and development cycle.