

# KINGSFIELD FIRST SCHOOL Curriculum Policy



## Introduction

At Kingsfield First School we believe that the curriculum is a powerful tool that promotes a love of learning and willingness to explore and the time to have fun. We are proud to use the National Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. We are committed to developing the whole child. Our children will have the opportunity to be creative, to be physically active and to be academically challenged.

We are continually reviewing and improving the curriculum we offer to our children. The curriculum at Kingsfield First is evolving according to the needs of our children and to the aspirations of the staff and community.

## Values

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

We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We use the community and our wide range of resources to enrich the curriculum.

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.

We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through topic information on our website, our newsletter, homework and curriculum workshops, and are positively encouraged to become involved.

## Aims and Objectives

The aims of our school curriculum are:

- To enable children to understand the skills and attributes needed to be a successful learner.
- To enable children to develop their own personal interests.
- 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 through art, dance, music, drama and design technology;
- To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy life style.
- To provide opportunities for pupils to apply their skills , knowledge and understanding through investigations, problem solving and reasoning opportunities;
- 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 and to feel that they can make a difference;
- To enable children to understand and respect the diversity of our world;
- 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 development, and to understand right from wrong;
- To enable children to be active and take responsibility for their own health;
- To enable a child to play a musical instrument in Key Stage 2;
- To enable children to be passionate about what they believe in and to develop their own opinions;
- To enable children to ask questions and take risks.
- To enable children to develop their intellect including their emotional development.

## Organisation and Planning

Via our creative curriculum, teachers will link subjects wherever appropriate and relevant; the curriculum will not be constrained by subject boundaries, much of the work will be topic based, with an emphasis on applying English, Maths and Computing skills across the curriculum. Pupils will practise and reinforce these skills in topic based work, whilst some subjects, which do not fit into the topic, will be taught discreetly. There may also be special 'themed weeks' across the whole school, for example, faith in focus week and health and sports week etc. All topics are linked to a text in order to provide a context and increase engagement for our learners and will include a practical science investigation and a class debate focus.

We plan our curriculum in three phases. We agree a long-term plan for each year group. This indicates what topics are to be taught in each term.

Within our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use in each subject when teaching each topic this is done to ensure a broad and diverse range of learning opportunities which fully covers the requirements of the national curriculum.

Our short-term plans are those that our teachers write on a weekly basis. This provides specific detail of what knowledge, skills and understanding children will gain, how the needs of all pupils will be challenged and supported, the activities each group will complete, the role of adults in promoting learning, key learning questions and vocabulary be taught and modelled.

### Children with Special Needs

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 only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet their individual needs. 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 organization with the support of the school SENCO. If a child's need is more severe, we consider the need for an Education, Health and Care Plan (EHCP) and will make such an application with the support and guidance of a wide range of appropriate specialists and agencies.

### The Foundation Stage

- The curriculum that we teach in the Reception class meets the requirements set out in the EYFS Curriculum. Our curriculum planning focuses on the seven areas of learning: communication and language
- physical development
- personal, social and emotional development
- literacy
- mathematics
- understanding the world
- expressive arts and design

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the EYFS class builds on the experiences of the children in their pre-school learning.

## Key Skills

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

- Communication;
- Application of number;
- Information technology;
- Working with others;
- Improving own learning and performance;
- Problem-solving.

We strive to develop these skills across the curriculum.

## Extra-Curricular Activities

We are committed to developing the whole child. We extend the curriculum by offering a wide range of extra extra-curricular activities, including: sporting clubs, cookery, spanish, choir, recorders, art and design and Eco club.

### **The role of the Curriculum Leader**

- provides strategic lead and direction for the curriculum ensuring appropriate coverage and balance
- supports and offers advice to colleagues on issues related to their subject
- provides appropriate CPD linked to areas of the curriculum
- provides efficient resource management
- (alongside subject leaders) monitors how their subjects are taught through monitoring the medium and short term planning and ensuring that appropriate teaching strategies are used

### **The role of the subject leader**

Within the school's organisation, each class teacher takes on the responsibility for leading a subject area. It is the role of the subject leader to:

- keep up to date with developments in their key area of learning both at local and national levels
- review the way the subjects are taught in the school and plan for improvement linking to whole school priorities
- monitor how their subjects are taught through monitoring the medium and short term planning
- lead improvement through supporting colleagues
- review curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for
- audit, order and manage resources to enhance learning experiences for the pupils

## Monitoring and Review

Our Learning First Federation Governing Body's Curriculum Link Governor and Children First Learning Partnership Curriculum Champion are responsible for monitoring the way the school curriculum is implemented.

We have governors linked to core curriculum areas. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects through governor visits to school.

The Assistant Headteacher is responsible for the day to day organisation of the curriculum. The Executive Headteacher monitors the curriculum through planning, classroom observation, liaising with the Curriculum Leaders and School Leadership Team.

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. Subject leaders have responsibility for monitoring standards and ensuring that teachers have the skills and resources they need.

## REVIEW

The Learning First Federation Governing Body will review this policy statement annually via the Local Advisory Board Summer 1 meeting, modify or amend it as it considers necessary to ensure the policy meets the needs of Kingsfield First School.

Signed ..... (Chair of the Local Advisory Boar) Date  
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Signed ..... (Headteacher)

Date.....