

Stanborough Primary School Curriculum Policy

1. The curriculum involves the entire pupils' learning experiences at school. At Stanborough 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.

2. Aims of the curriculum:

- To promote spiritual, emotional and character development
- To enable pupils to develop moral sensibility through carefully taught values
- To develop the personal and social skills of each child
- To promote physical and cognitive development and an awareness of the importance of a healthy lifestyle
- To enable children to be aware of the importance of and participate in the 'Arts' and culture
- To promote high standards in reading, writing and maths
- To allow children to develop a knowledge of themselves in time and space
- To enable children to acquire knowledge and skills in science
- To enable children to be confident in the use of ICT
- To provide equality of learning acquisition and the opportunity for all pupils to make progress
- To prepare pupils for the opportunities, responsibilities and experiences of adult life.

3. 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
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4. The Organisation of the curriculum:

- The curriculum is taught through discrete subjects and linked 'topic' areas where relevant
- A whole school and key stage map indicates the broad objectives and the links 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.
- SHORT TERM PLANNING is carried out in detail for English and Maths with scope for teachers to adapt the format.
- The children are taught in mixed age and ability groups for most subjects.
- Setting takes place for maths and some aspects of literacy. This enables the teaching to focus on a particular age range or level of ability and target.
- Units of work are planned using the framework of the National Curriculum and the Literacy and Numeracy strategies.
- The RE scheme of work follows the General Conference K-12 scheme and the Bible Encounter Curriculum which is being phased in.
- Introduction of Spanish teaching to Key Stage 2 by native speaker from September 2005.

5. Roles and Responsibilities:

- The **Head teacher** has the responsibility for the leader of the curriculum and delegates responsibility to key staff:
- The **Head** coordinates the work of the curriculum Co-ordinators and ensures that the curriculum has progression and appropriate coverage.
- The **Head, Deputy Head and Co-ordinators of English, Maths, Science, ICT, and the Foundation Stage** observe lessons to ensure quality progression, coverage and management.
- **Curriculum Co-ordinators** are responsible for collecting the Medium Term plans 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.
- **The Assessment Co-ordinator** ensures that the progress of pupils 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.