



## **North Wolds Federation Curriculum Policy September 2014**

### **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 (2014) and the Early Years Foundation Stage curriculum, but also the range of extra-curricular activities that the schools organise 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 schools' curriculum is underpinned by the key values that are threaded through our schools. The curriculum is the means by which the schools achieve their objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our schools, upon which we have based our curriculum:

- 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 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 schools' curriculums 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 and to develop their own thinking;
- 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 all the requirements of the EYFS and 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 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**

We plan our curriculum in three phases:

Long Term- Outlining the subjects and main areas of coverage.

Mid Term- Outlining the indicative objectives to be covered

Short Term- Planning that outlines the actual teaching, learning and assessment of that lesson.

From September 2013, the Governing bodies of both school adopted the International Primary Curriculum as a contextual vehicle for delivery of the curriculum.

### **Subjects Taught at Key Stage One and Key Stage Two**

The following subjects are taught discreetly however they will often make reference to the overarching IPC theme.

- English
- Maths
- Science
- Computing
- R.E (From the Lincolnshire Agreed syllabus)
- Personal, Social, Health Education (PSHE)
- Modern Foreign Languages (French)
- Music

The following subjects are taught through the International Primary Curriculum

- Art
- Design and Technology
- Geography
- History

### **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 these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, the teacher liaises with the SENDCo and she carries out an assessment of this need. In most instances the

teacher/SENDCo 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 we involve external agencies and if necessary consider the child for a statement of special needs. We provide additional resources and support for children with special needs.

### **The Foundation Stage**

The curriculum that we teach in the Reception classes meet the requirements set out in the EYFS curriculum. Our curriculum planning focuses on the Early Years profile 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 Reception classes builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area. We meet with the Pre-schools in the Summer term and invite the children to spend morning sessions with us during this term. Throughout the Foundation Stage, their teachers constantly assess the children's capabilities in the Prime and Specific areas.

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

### **Monitoring and review**

Our governing body's is responsible for monitoring the way the school curriculum is implemented. We have named governors for each subject of the curriculum. The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.

The Head Teacher is responsible for the day to day organisation of the curriculum. The Head Teacher ensures that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Date Reviewed and Approved by Governors: \_\_\_\_\_

Head teacher's Signature: \_\_\_\_\_

Chair of Governors' Signature: \_\_\_\_\_