



FOUR SWANNES PRIMARY CURRICULUM POLICY

Status

Statutory

Main ECM outcomes: all

Purpose

We believe that learning is an enjoyable, lifelong process through which everyone can achieve their personal best and exceed their expectations. We will challenge and support our pupils to do their very best by providing an extensive range of learning experiences beyond the statutory requirement.

Who/what was consulted?

Consultation was through staff discussion.

The National Curriculum Handbook, DCSF circulars and guidance from the Qualifications and Curriculum Authority also informed the policy.

Our values

Our school curriculum at Four Swannes Primary School is underpinned by the values that we hold dear. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Four Swannes School is in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England.

These are the main values of our school, 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.

Our aims

The aims of our school curriculum at Four Swannes Primary School are to enable children to:

- Feel safe and valued as part of a caring community that celebrates success
- Be independent thinkers/learners who are able to seek solutions creatively and cooperatively
- Develop an 'enquiring' mind and ask questions
- Be confident enough to take risks in their learning
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all
- Be able to listen and articulate responses showing consideration to others
- Be polite and courteous
- Be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning
- Understand and respect diversity
- Be aware of and recognise their own learning needs and be involved in planning future steps
- Develop a sense of self-esteem: be well balanced and healthy individuals

Relationship to other policies

The school policy on the curriculum embraces policies and procedures for admissions, assessment, charging and remissions, collective worship, drugs, equality, health and safety, homework, nutritional standards, performance management, school visits, SEN, sex education, staff discipline, and teaching and learning.

Roles and responsibilities of headteacher, other staff, governors

The **headteacher** will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed,

the use of language (reading, writing, speaking and listening), and the use of information and communications technology

- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum
- the procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with school or national expectations, and what is required to help them improve
- the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- the governing body is advised on statutory targets in order to make informed decisions.

Staff will ensure that the school curriculum is implemented in accordance with this policy.

The **governing body** will ensure that:

- it considers the advice of the headteacher when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- National Curriculum test and teacher assessment results are published in the school profile and progress towards meeting agreed targets is described
- parents and carers receive timely reports on the progress of their child against clearly defined expectations
- it participates actively in decision-making about the breadth and balance of the curriculum
- staff understand that political issues must be presented to pupils in a balanced way.

Arrangements for monitoring and evaluation

The governing body will receive an annual report from the headteacher on:

- the standards reached in each subject or groups of subjects, by every year group, against national averages and similar schools
- the standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks
- the standards achieved by pupils with special educational needs and groups deemed to be vulnerable

- the number of pupils for whom the curriculum was disapplied, the arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils
- the evidence of the impact of external intervention and support and national strategies on standards
- the views of staff about the action required to improve standards
- the nature of any parental complaints.

Date established by governing body: Sept. 2014

Date for full implementation: Sept 2014

Reviewed: September 2017