

Farthinghoe Community Primary School

Curriculum Policy



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Education is a lifelong process. At Farthinghoe we are responsible for what our pupils learn and achieve between the ages of 4 – 11 years old. However, the school is only one influence on the academic and social development of the child. We regard the partnership between parents and school as essential.

What is the Curriculum?

The word 'curriculum' is used in this policy in two ways. Firstly it is used to describe

“the sum of a pupil's experiences in school”

Secondly it is used to describe

“The structure and common features of a school's educational provision”

The curriculum is an important part of a pupil's whole education along with experiences in the home, in the community and in society beyond the school.

The curriculum includes:

The formal curriculum – the knowledge, concepts, skills, values and attitudes addressed in written schemes of work.

The informal curriculum - the organised activities such as clubs, school concerts and plays and special visits.

The hidden curriculum – the values communicated to the pupil in the everyday life of the school and also in their contact with the community.

The curriculum may also be described in terms of being:

A planned curriculum - that designed by the school

A delivered curriculum – that delivered by the teacher

A received curriculum – that experienced by the pupil.

The curriculum design may appear to be concerned with the formal curriculum but **we are** concerned that it should embrace the informal and the hidden aspects of the curriculum and that it should place equal importance on them.

The curriculum must meet the statutory requirements of the National Curriculum set out in the Education Reform Bill 1988. In September 2013 the government published a revised National Curriculum. In September 2014 a revised National Curriculum was implemented. This includes clear outlines for English, Maths and Science, as well as the non core subjects. Our long term curriculum plan revised in 2016 refers to this document. Hamilton Trust has grouped expectations for mixed year groups and we use this valuable resource as a basis for our teaching.

National Curriculum 2014

Every state-funded school must offer a curriculum which is balanced and broadly based and which:

2.1 promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

2.2 The school curriculum comprises all learning and other experiences that each school plans for its pupils. The national curriculum forms one part of the school curriculum.

2.3 All state schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage and sex and relationship education to pupils in secondary education.

2.4 Maintained schools in England are legally required to follow the statutory national curriculum which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. All schools must publish their school curriculum by subject and academic year online.

2.5 All schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own programme of education.'

The curriculum also takes into account:

- > The needs of the individual pupil
- > The school and the community it serves
- > The non-statutory guidance of the DfE and other advisory bodies.

Our Aims

1. To provide an environment in which pupils feel secure and comfortable and are able to develop their self-esteem.
2. To emphasise a respect for others and a sense of individual responsibility within a community.

3. To encourage all pupils to develop to their full potential in order that they can lead useful, happy and meaningful lives in the wider community.
4. To develop partnerships between home and school so that we are all genuinely working together for the children.

These fundamental principles are drawn from a wider range of ideals and beliefs listed below:

- >To foster and develop in children, the skills necessary to help them learn how to learn.
 - >To enable children to work both independently and in co-operation with others
 - > To enable children to become confident in their work and in their ability to succeed and to develop a feeling of self-worth.
 - > To encourage critical thinking in children and to feed their imaginations.
 - > To develop children's ability to communicate effectively both in the written and spoken word (and in all expressive forms of communications).
 - > To encourage participation and enjoyment in sport and team games and activities.
 - > To help pupils to develop lively and enquiring minds and to be able to question and argue rationally and logically. To help pupils to acquire knowledge and skills relevant to adult life and employment in a fast changing world.
 - > To help pupils gain an understanding of the world in which they live and the interdependence of individual groups and nations and to develop a sense of responsibility for and an interest in their environment.
 - > To create an imaginative, stimulating and secure environment where pupils gain in confidence to face new and challenging areas of experience. Where they feel able to succeed and to learn positively from their mistakes and disappointments.
 - > To provide a rich, broad and balanced quality education.
- To work in close partnership with parents recognising their unique contribution towards the education of their child.

The Principles of Curriculum Design

All pupils have an entitlement to experience a curriculum designed according to the following fundamental principles:

Equality of Opportunity All pupils should be valued equally and have equal opportunity to experience an enriched curriculum regardless of gender, religion, race, background or ability. Please see our Equality Policy.

Differentiation The curriculum should acknowledge that all pupils have unique educational needs. Pupils within the primary years have a great divergence in physical, emotional and intellectual development. Some pupils may be exceptionally gifted while others have little disposition to learn. All pupils should be provided, as far as is possible, with a curriculum that is differentiated in such a way as to cater for their individual educational needs.

Breadth The curriculum is designed to give all pupils access to a broad range of concepts, skills, values and attitudes and to a wide variety of learning opportunities.

Balance The curriculum is balanced in terms of areas of experience and cross-curricular elements and the basic curriculum. Teaching and learning styles provide a balance between practical and theoretical activities and enable pupils to take their studies to an appropriate depth.

Relevance

Both the curriculum and the styles of teaching and learning are relevant to pupils needs. It should be recognised that the organisation and approach that is suitable for a 4 year-old may be inappropriate for an 11 year-old.

Coherence The curriculum is designed as a whole and co-ordinated so that its components support and interrelate in a way that is clear and consistent.

Continuity and Progression

The curriculum recognises continuity and progression in pupil's education between and within each of its phases.

Evaluation The school will evaluate the success of the curriculum in meeting the needs of its pupils. This will occur through the evaluation by the pupils of their own learning, and through the evaluation by the teaching staff of the learning programme. In the light of that evaluation, the curriculum will be modified and developed.

The Basic Curriculum This comprises the subjects identified in the Statutory Orders of the National Curriculum and in the case of Religious Education, the local Standing Advisory Council (S.A.C.R.E.).

The Basic Curriculum relates to:

The Core Curriculum:

English, Mathematics, Science

The Foundation Subjects:

History, Geography, Art, Music, Physical Education, Design Technology, PSHE, Religious Education, Computing

Physical Education:

relates to all physical activity within the school. We offer a range of activities after school and ensure each child takes part in sport. We support gifted and talented children by personalising learning.

In catering for the needs of pupils from Reception to Year 6, the school has looked at different curriculum models and has chosen to adopt a thematic approach (linking subjects to one another) whilst using subject specific skills in individual lessons. Where links cannot be made, or are tenuous, the school will teach independent units within that area of the curriculum. A separate EYFS policy outlines the curriculum for this year group.

The delivery of the curriculum is primarily through the thematic approach preserves the inter related nature of learning. The balance between integrated and discrete teaching varies as the needs of the pupils and the demands of the curriculum components change. Some parts of the learning programme contribute very little to the integrated approach whilst others are wholly integrated

This policy is monitored by the governing body, and will be reviewed at least every 2 years, earlier if necessary.

This policy was approved by the Full Governing Body in their meeting on the 20th November 2019.

Review Due; Nov 2021