



Curriculum Policy

Policy Control	
Responsible Person:	Amanda Norman
Responsible Governor Team:	Teaching and Learning team
Approved by Governors:	November 2014
Date due for review:	November 2017

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

Goudhurst & Kilndown Church of England Primary School will provide a happy, caring and stimulating environment rooted in Christian values in which every child will flourish. We will realise the potential of every child and instil a lifelong love of learning. Our approach to teaching and learning will be inclusive, supportive and innovative and will embrace new education initiatives and leading technology. We will ensure that our children are aware of the world in which they live, understand the need to play an active role within the local and wider community and appreciate the importance of living a sustainable way of life. In partnership with parents and carers, we will help our children to build high self-esteem, independence and resilience and to develop the life skills they need for their future in an ever-changing world.

Our School Values

Goudhurst and Kilndown Church of England Primary School values

Community • Friendship • Joy • Love • Peace • Trust

and all our stakeholders are encouraged to *reflect* upon their learning and their actions

Curriculum policy

The curriculum in our school is planned to meet the requirements of the National Curriculum, the Early Years Foundation Stage Curriculum and the agreed local syllabus for Religious Education. It enables all children to have the right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We believe all our pupils, including those with special needs, have an entitlement to the National Curriculum.

Underlying our curriculum is the schools mission statement of '**Enjoy, Achieve, Together**' and the Christian values of our Church of England school: **Community, Friendship, Joy, Love, Peace and Trust.**

Aims

We aim through the curriculum to:

- Enable all children to be successful learners and to develop their skills to the best of their ability;
- Promote a positive attitude to learning;
- Cater for the needs of individual children from both genders and all abilities;
- Respect individual rights, values and beliefs;
- Provide a broad and balanced curriculum; where lessons are interesting, stimulating and often fun.
- Create an exciting and stimulating learning environment both in and outdoors in which the children can be creative and develop their own learning styles;
- Ensure that each child's education has continuity and progression;
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the education process;
- Facilitate children's acquisition of knowledge, skills and qualities which help them to develop intellectually, emotionally, socially, morally and physically so that they become independent, confident, responsible and considerate members of the community;
- Ensure that children feel cared about and are happy, secure and motivated.
- Fulfil the requirements of the National and Early Years Foundation Stage Curriculum.

We aim that through our curriculum all the children should:

- Learn to work independently and collaboratively;
- Be enthusiastic and eager to learn;
- Care for and take pride in their school;
- Develop tolerance, respect and appreciation of the feelings and views of others;
- Have an awareness of their own spiritual development;
- Acquire moral values on which to base their own behaviour;
- Take a growing responsibility for their own actions and their own learning;
- Be less reliant on teachers in moving on to the next stage of their learning when it is suitable for them to do so;

- Develop pupils understanding of when computer technology would be most beneficial to their learning;
- Develop an enquiring mind;
- Have the opportunities to solve problems in a variety of situations;
- Know about the geographical, historical and social aspects of the local environment and the world in which they live.

Organisation of the curriculum.

Early Years Foundation Stage

In Reception Class the Early Years Foundation Stage Curriculum is taught through a topic based approach. Topic webs are used as a basis for planning and the themes are based on the children's own interests. Examples of topics include Food, Animals, Superheroes and Dinosaurs. Medium term plans match activities to the Early Learning Goals and ensure coverage of all the goals in the curriculum throughout the year. Daily assessments are made of the children through observations using the Early Years Foundation Stage Profile and next steps for learning are identified for groups of children and individuals. Daily plans are written to reflect these next steps, identified needs and the children's interests.

The Letters and Sounds Phonic programme is used to teach reading and writing skills on a daily basis.

We value the contribution which parents make to their child's learning and actively encourage parents to be involved in the Early Years curriculum through the use of such things as home school Learning Journals, 'Stay and Play' sessions and parent workshops where elements of the curriculum are explained.

Key Stage One and Key Stage Two

Long term planning is carefully balanced to ensure full coverage of the National Curriculum.

The Primary Literacy and Numeracy Strategies are used as the starting point for English and Maths planning and activities and links are made to topic areas within the Creative Curriculum.

The Letters and Sounds phonic programme is used to teach reading and writing skills on a daily basis and children are divided into groups throughout Key Stage One and Year Three so that activities match the abilities of individuals and groups of children. Grammar and spelling groups continue these activities through Year Four, Five and Six.

Other core subjects and foundation subjects are taught through a Creative Curriculum approach where the skills and learning objectives for these subjects are delivered through a general topic; where possible links are made to encourage outdoor learning. Our Forest School ensures that all children have regular sessions in the forest area outside to encourage a more independent approach to learning.

Curricular Topics (2014/2015)						
Term	Class 1	Class 2	Class 3	Class 4	Class 5	Class 6
1	Bears	Island Living	Ancient Egyptians	Romans	Remembrance	Coasts
2	Bears	Island Living	Ancient Egyptians	Romans	Saxons and Vikings	Coasts
3	Ourselves	Great Fire of London	Fire and Ice	Magic	Ancient Greeks	South America
4	Significant People	Great Fire of London	Fire and Ice	Magic	Ancient Greeks	South America
5	Holidays	Local History	Stone Age	World War II	Field Study (local area)	The Tudors in Kent
6	Study of Goudhurst and Escourt	Local History	Stone Age	World War II	Study comparing UK with EU region	The Tudors in Kent

Within topic webs, activities and opportunities to engage boys, extend the more able, multi cultural and community links are identified.

Medium term plans are written from the topic webs, in which coverage of all learning objectives for the year group is ensured. Weekly lesson plans are written with differentiated activities which meet the needs of individual children and cover the needs of the National Curriculum.

Each week, each class puts their 'this week's learning' on the schools website so that parents are informed about the intended curriculum and can support their child at home. Home learning activities are included to further support this learning.

Monitoring the curriculum

Aims:

- To monitor and evaluate the teaching and learning of the curriculum and make informed decisions concerning future practice;

- To improve the quality of teaching and learning;
- To recognise that improvement is the constant goal of the effective school;
- To enable improvement to take place in a planned and manageable way;
- To celebrate and share good practice.

The School Improvement Plan is used to develop curriculum provision; as well as the quality of teaching and learning. It sets priorities for evaluating aspects of the subjects of the curriculum.

Members of the SLT monitor the curriculum during their management release time and are given key tasks such as:

Focus on standards of teaching and learning

Review and update curriculum policy

Carry out lesson observations

Undertake book scrutinies

Review of progress towards targets on SIP

Review and update policies

Carry out gap analysis of core subjects

Analysis of whole school data using Raise and KCC Making Figures Speak

Undertake pupil interviews focus linked to SIP

Focus on Spiritual, Moral, Social and Cultural development

Subject coordinators

Teaching staff are given curriculum responsibilities for each of the curriculum subjects. During their release time they monitor the curriculum through tasks such as:

- book scrutiny
- review and update policy
- audit of resources
- wish list of resources
- ideas for topic boxes
- gap analysis
- lesson observations and
- pupil interviews

Lesson observations

The Headteacher and SLT will monitor the quality of teaching and learning in various curriculum areas through lesson observations throughout the year.

Observers focus on how well:

- teachers planning and teaching demonstrates high expectations and sets challenging tasks that improve pupil's learning
- teachers assess pupil's progress, provide them with constructive feedback and plan lessons to build on their previous learning, matching their development needs.
- teachers enable pupils to identify and understand how they can improve their learning.
- teachers use questioning and feedback from pupil's during lessons to check how well their teaching is achieving the learning intentions
- teachers enthuse, engage and motivate pupils
- teachers use their expertise to deepen pupil's subject knowledge and teach them skills needed to make progress in the subject
- teaching and other support provides for a range of aptitudes and needs

The Headteacher is responsible for the day to day organisation of the Curriculum and the monitoring of its delivery. The Headteacher is also responsible for ensuring that the annual statutory and non statutory assessments are carried out and the results are sent to the LEA. The Headteacher will ensure that a daily act of worship takes place. The Learning and Development Committee team of Governors are responsible for the monitoring of the implementation of the curriculum in the school.