

**COGNITA**  
TEACHING EXCELLENCE



# Curriculum Policy

December 2016

## Introduction

The curriculum is the planned activities we organise in order to promote learning, personal growth and development. It includes not only the formal curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences 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 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 school curriculum is underpinned by the values we hold at our school. 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.

The main values of our school, upon which we have based our curriculum are:

- 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. We organise our curriculum so that we promote co-operation and understanding between all members of our school.
- We value the rights enjoyed by each person. 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 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.

## Aims and Objectives

- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they

become independent, responsible, useful, thinking, confident and considerate members of the community.

- To promote a positive attitude towards learning so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- To help children understand Britain's cultural heritage and British Values.

### Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children.

With our medium-term plans, we give clear guidance on the objectives and teaching we use when teaching each topic. Our short-term plans are those our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

In the Foundation Stage we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so there is coherence and full coverage of all aspects of the curriculum and early learning goals, and there is planned progression in all curriculum areas. Our school fully supports the principle that young children learn through play and by engaging in well planned structured activities.

At Key Stage 1 and 2 the curriculum at our school places a greater emphasis on the core and foundation subjects than it does in the Early Years, and we teach these subjects separately. Over the three terms of the academic year, each child has the opportunity to experience a full range of subjects.

### Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. Please see separate SEND Policy for details.

### Key skills

The following skills have been deemed 'key skills':

- communication;
- application of number;
- information technology;
- working with others;

- improving own learning and performance;
- problem-solving.

In our curriculum planning we highlight these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

### The role of the subject co-ordinator

The role of the co-ordinator is to:

- review the curriculum plans for their area, ensuring that there is full coverage of the subject and that progression is planned into schemes of work;
- support and offer advice to colleagues;
- monitor progress in that subject area;
- provide efficient resource management;
- to carry out book sweeps and lesson observations as required.

It is the role of each co-ordinator to keep up to date with developments in their area, at both national and local level.

### Monitoring and review

The Headmistress is responsible for monitoring the way the school curriculum is implemented. She reviews each subject as required and is responsible for the day-to-day organisation of the curriculum.