

Curriculum Policy

We prepare our children for the future by promoting a love of learning, encouraging aspiration, valuing the individual, developing self-confidence and supporting contribution through participation.

At Sibford Gower Endowed Primary School we believe that our curriculum should be broad, balanced and relevant. It should meet the needs of all children whatever their ability.

Staff will be supported to deliver the curriculum in a creative way through a topic based approach in which children experience a wide range of learning opportunities aimed at enabling them to develop and achieve to the best of their ability.

The taught curriculum is comprised of The New National Curriculum and the wider curriculum. It meets all statutory requirements.

The aims of the curriculum at Sibford Gower Endowed Primary are:

- To promote high standards in reading, writing and maths across a creative curriculum.
- To allow children to develop a knowledge of themselves.
- To enable children to acquire knowledge and skills in science.
- To enable children to be confident in the use of ICT.
- To enable children to learn and work through creative approaches.
- To allow children to access learning styles which best support their learning, knowledge and understanding.
- To promote spiritual development.
- To promote physical and mental development and an awareness of the importance of a healthy lifestyle.
- To enable children to be aware of the importance of and participate in the arts.
- To enable children to develop moral and social sensibility through carefully taught values.
- To develop the personal and social skills of every child.
- To provide equality of access and the opportunities, responsibilities and experiences of adult life.

The curriculum is planned to provide continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achievement.

Through the provision of rich and varied activities we aim to:

- Encourage the best possible progress and the highest attainment for all children.
- Enable children to make connections across different areas of learning.
- Help children to think creatively and solve problems.
- Develop children's capacity to learn and work independently and collaboratively.

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- Enable children to respond positively to opportunities, challenge and responsibility.
- Enable children to acquire and develop a broad range of knowledge, skills and understanding.

Curriculum overviews and support materials can be found on the staff shared area. Medium and short term planning is stored in the blue file on each teachers desk.

Curriculum organisation

- The curriculum is taught through topics where possible or discrete subjects where this is most appropriate.
- The key stage maps indicate the broad objectives and the links between subjects, ensuring appropriate coverage and continuity for all pupils.

Units of work are planned, usually over half a term's duration. These form our medium term plans and contain details of the work to be covered with a progression of learning objectives and success criteria.

Units of work are planned with reference to the Foundation Stage Curriculum and the New National Curriculum.

Short term planning is carried out in detail for literacy and numeracy using an agreed format.

The RE curriculum follows the Local Authority Agreed Syllabus.

In EYFS and KS1, children are flexibly grouped by attainment so we are able to deliver teaching in phonics at the level appropriate to their needs.

Typically, teachers plan to differentiate for the range of need within their class, focusing on 'stage not age'. Occasionally children will work with different age groups for specific lessons if this is appropriate to ensure that they are sufficiently challenged or supported. This is the exception rather than the rule and, in these circumstances, the impact of this arrangement on learning is regularly reviewed.

Roles and responsibilities

The headteacher has the responsibility for the leadership of the curriculum and delegated responsibility to staff.

The class teachers work collaboratively to coordinate the curriculum overview for each key stage, and work in small curriculum teams to coordinate assigned curriculum areas.

Members of curriculum teams are responsible for writing and reviewing policies, auditing resources, managing the curriculum budget (alongside the headteacher), purchasing resources, and monitoring standards, teaching and learning in their subject across the whole school.

Curriculum coordinators of foundation subjects are responsible for ensuring

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assessment procedures are in place, and monitor these across the school.

Class teachers are responsible for tracking the progress of each pupil in reading, writing, maths and science. The assistant headteacher and headteacher are responsible for ensuring that there is appropriate challenge, support and intervention.

The SENCo supports class teachers to ensure that pupils with specific learning needs have access to the curriculum and are appropriately supported.

The Gifted and Talented coordinator ensures that pupils with a particular talent in any curriculum area are suitably challenged and that work is at an appropriate level for their needs.

The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly headteacher's report.