



Our Curriculum Policy (Teaching & Learning)

At Sibford Gower Endowed Primary School we follow a creative approach to the curriculum, involving our pupils as designers of learning, rather than delivering a fixed curriculum or following published schemes of work. The children's learning covers the statutory requirements in the new national curriculum 2014 and reflects our ambition to...

"...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."

Our vision for learning

At Sibford Gower Endowed Primary School, we want our children to become high attaining, lifelong learners.

We aim to achieve this by ensuring that pupils;

- are supported to develop effective learning strategies, including the 4Rs: Reflectiveness, Reciprocity, Resourcefulness, Resilience.
- have opportunities to consider and explore life's big questions.
- engage in purposeful learning in contexts which are relevant to them.
- have opportunities to develop transferable skills.
- take increasing responsibility for their own learning journey.
- are able to make full use of the school and local environment, indoors and outside, to enhance and enrich their learning across the wider curriculum.
- develop a love of learning.

Aims:

The curriculum offered by our school promotes:

- the highest standards of achievement by all pupils, regardless of ability, ethnic origin, gender, disability or social background
- pupils' spiritual, moral, social and cultural development, preparing them for life as effective citizens with British values and able to respond positively to the opportunities and challenges of a rapidly changing world

Structure

In order to achieve these aims, our school works in collaboration with pupils, parents and the community to provide a curriculum which is sufficiently broad, balanced and flexible to develop pupils' knowledge, skills and understanding.

The curriculum provides children in the Foundation Stage with a wide range of planned activities and experiences which help them to develop and make progress towards meeting the Early Learning Goals. The Early Learning Goals establish expectations for most children to reach by the end of the Foundation Stage.

Children in the Foundation Stage need a well-planned and resourced curriculum to take their learning forward and to provide opportunities for all children to succeed in an atmosphere of care and feeling valued. Children deepen their understanding by playing, talking, observing, planning, questioning, experimenting, testing, repeating, reflecting and responding to adults and to each other.

The curriculum for the Foundation Stage is organised into seven areas of learning:

- communication and language
- physical development
- personal, social and emotional development
- literacy;
- mathematics
- understanding the world
- expressive arts and design.

At Key Stages 1 and 2 all pupils study the following subjects as part of the new National Curriculum:

Key Stage		Key stage 1	Key stage 2
	Age	5-7	7-11
Year groups		1-2	3-6
CORE SUBJECTS	English	✓	✓
	Mathematics	✓	✓
	Science	✓	✓
FOUNDATION SUBJECTS	Art and design	✓	✓
	PSHCE	✓	✓
	Computing	✓	✓
	Design and technology	✓	✓
	Languages		✓

Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical education	✓	✓
Religious education	✓	✓

Parents have a right to withdraw their children from sex education and /or R.E..

Where parents choose to exercise this right, the school will discuss with them alternative work for the pupil. Such arrangements should not require the school to deploy additional resources. The school will take account of the non-statutory guidance material on PSHE and citizenship when planning the curriculum.

Organisation and Planning

Teachers recognise that planning is one of their professional responsibilities because:

- it provides a map to ensure full curriculum coverage and progression in learning.
- provides evidence of the above, outlining learning that is to take place.
- it enables teachers, HLTAs and TAs to be fully prepared
- it identifies clear learning intentions and the success criteria to achieve the learning
- it gives a clear focus for teaching and assessment
- identifies differentiated learning opportunities and/or support for children at all levels of attainment and across the spectrum of need.
- it provides a format for notes for assessment/next steps/reflection following the lesson which can be used as a reference for future planning.

Why is planning needed?

- To give clarity regarding...
 - **what** the pupils will learn
 - **how** the pupils will learn
 - **how** we will know what the pupils have learned
- To ensure that other adults working with children are clear about the above.
- To ensure continuity in learning for pupils in the event of teacher absence, either long or short term.

At Sibford Gower Endowed Primary School, planning takes place at 3 levels: **long term, medium term and short term.**

Long Term Plan

This is a yearly overview which forms part of a 2 year rolling programme in EYFS and Key Stage One, and part of a 4 year rolling programme in Key Stage Two. This provides a broad framework of curricular provision for each class and /or phase, reflecting the school's overall aims, objectives and policies.

- It specifies the breadth and balance of the curriculum
- It specifies the content to be taught
- It identifies the key learning focus
- It allocates time to teach and assess
- It sequences the units of learning into manageable time frames

Medium Term Plan

This is a termly overview (5/6 times a year), giving a detailed outline for each teaching sequence.

- It organises content into manageable, coherent and progressive units of work, each with a clear focus for learning.
- It identifies links between different aspects of the curricular provision

Short Term Plan

This is a weekly plan to ensure effective day to day teaching, learning and assessment.

- The length of any plans is not an indication of their quality.
- The detail and level of planning required may vary from teacher to teacher. For example newly-qualified teachers may draft more detailed plans than their experienced colleagues.
- The plans should be practical and purposeful and the format adopted is user-friendly.

Format and Content

At Sibford Gower Endowed Primary School, we have agreed to use a **similar format for all** teachers to ensure consistency and coherence of approach.

- It organises details of the session
- It identifies learning intentions and success criteria
- It includes the main learning activity
- It could include key questions, resources, vocabulary and plenary
- It includes differentiation for all levels of attainment, and identifies key 'groups'.
- It includes assessment opportunities
- It identifies teacher and TA involvement

All plans are working documents and as such are annotated and adapted in the light of ongoing formative assessment of the effectiveness of teaching and learning.

Roles and Responsibilities

- The headteacher ensures all statutory elements of the curriculum have aims and objectives which reflect the aims of the school and that procedures for assessment meet all legal requirements
- The senior leadership team has the responsibility for the leadership of the curriculum. It co-ordinates the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage
- The senior leadership team track the progress of pupils in the school, looking for trends
- The senior leadership team ensures that monitoring procedures in relation to performance and standards are rigorous and that sufficient time is allocated for monitoring and moderation.
- The senior leadership team and subject coordinators ensure the teachers have the support they need in order to deliver the curriculum and ensure each teacher is tracking their pupils and giving appropriate challenge, support and intervention
- Subject coordinators are responsible for keeping up to date with developments in their subject area, and liaising with class teachers over the content and delivery of the units of work as needed.
- Class teachers ensure that the curriculum is taught and that the appropriate aims are achieved for their class. Where appropriate, they plan collaboratively to ensure consistency across the year group and that there is clear progression across phases and/or key stages.
- The governors monitor the success of the curriculum at standards committee meetings and at whole governing body meetings where the school is held to account