

# *Central Primary School*



## *Curriculum Policy*

## **Our motto: Children are Central**

### **Introduction**

The curriculum of our school is designed to be academically challenging, enjoyable and enriching to the pupils of our school; as such this policy talks about an ever changing and developing curriculum which is adapted for the needs of each class and pupil as they move through our school.

We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their potential. In this regard the curriculum includes opportunities to develop pupils' understanding of learning skills and independence. As well as also providing opportunities to reinforce our positive, respectful ethos; international and intercultural Understanding; behavioural values and British values.

### **Our Curriculum**

Our school's curriculum is based on the National Curriculum (2014), the progression of skills and knowledge, and interest areas for pupils. The combination of these strands is designed into thematic units of work which are taught over a half term or term. These themes allow pupils to explore links between subjects and look at work in a cross-curricular way.

The design of the curriculum takes into account the needs and interests of the pupils who attend Central Primary. It values their diversity and aims to build on their experiences.

Currently the curriculum is based on an annual cycle where each curriculum year is divided into five distinct topics. The Autumn Term contains two topics, the Spring Term one and the Summer Term has two topics with the latter being linked into the whole school theme which changes on an annual basis. The whole school topics link the learning of school together and will become whole school focal points linking into community learning.

In 2018 the whole school theme will explore 'The Seaside' and will see pupils engaging with different explorations to do with the Coast around the UK and in the World.

### **EAL/ SPLCN**

All aspects of the curriculum take into account the language needs of both our EAL and SPLCN pupils. The curriculum is carefully designed to provide opportunities to develop the vocabulary and language understanding of pupils.

### **SEND**

Pupils with special education needs will access the curriculum at an appropriate differentiated level. The majority of pupils with SEND will be able to access a differentiated version of the curriculum and teachers will ensure that the needs of all pupils are met. In some cases, it may be appropriate for a pupil to be dis-applied from the National Curriculum and when this is the case it will be discussed with the child's parents/ carers and with a specified alternative curriculum provision.

## **Relationship to other policies**

The school policy on the curriculum embraces policies and procedures for assessment, collective worship, drugs, equality, health and safety, homework, offsite visits, inclusion, PSHCE and sex education, and individual subject policies for all the curriculum areas and should be read in conjunction with these policies.

## **Roles and responsibilities of head teacher, other staff, governors**

The **head teacher** will ensure that:

- All statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of information and communications technology
- The amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum (Please see subject policies for further information)
- The procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with school or national expectations, and what is required to help them improve
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on statutory targets in order to make informed decisions.

It is the responsibility of the head teacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/ amended.

Other **staff** will ensure that the school curriculum is implemented in accordance with this policy.

The **governing body** will ensure that:

- It considers the advice of the head teacher when approving this curriculum policy and when setting statutory and non-statutory targets
- Progress towards annual statutory targets is monitored
- National Curriculum test and teacher assessment results are published in the school profile and progress towards meeting agreed targets is described
- Parents and carers receive timely reports on the progress of their child against clearly defined expectations

- It participates actively in decision-making about the breadth and balance of the curriculum
- Staff understand that political issues must be presented to pupils in a balanced way.

### **Arrangements for monitoring and evaluation**

The governing body will receive an annual report from the subject leader/ head teacher on:

- The standards reached in each subject or groups of subjects, by every year group, against national averages and similar schools
- The standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks
- The standards achieved by pupils with special educational needs and groups deemed to be vulnerable
- The number of pupils for whom the curriculum was dis-applied, the arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils
- The evidence of the impact of external intervention and support and national strategies on standards
- The views of staff about the action required to improve standards
- The nature of any parental complaints.

### **Equality**

In accordance with the Equality Act 2010 we seek to;

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

Our Curriculum Policy seeks the promotion of equality and seeks to tackle any discrimination rigorously through the exploration different perspectives and creative ideas and the study of themes from all backgrounds and starting points.

This policy will be reviewed every two years or sooner if required.