

# Curriculum Policy



# EATOCK PRIMARY SCHOOL

## CURRICULUM POLICY

### Rationale

At Eatock, we believe the foundations of learning are embedded in essential English, Maths and Science. The curriculum is underpinned by the belief that thinking and learning skills and personal, social and emotional skills are essential to the development of the children.

We believe that emotional learning is at the centre of the learning brain and that children learn best in an emotionally nurturing environment. Our curriculum promotes the children's spiritual, cultural, moral, mental and physical development to achieve the very best they can.

Our curriculum provides an outline of core knowledge around which teachers develop exciting and stimulating lessons to promote the development of the children's knowledge, understanding and skills of the wider world. It is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to preparing pupils at Eatock for the opportunities, responsibilities and experiences of later life.

We believe that our curriculum is broad, balanced and relevant in order to meet the needs of all our children. Our curriculum is not confined to the school building and we strive to ensure the children have a broad range of learning experiences outside the classroom that challenge, stimulate and promote thinking and learning.

### Aims

Through our curriculum, we aim to:

- Promote high standards in reading, writing, maths and science
- Set high expectations for every pupil
- Be fully inclusive and accessible to all pupils
- Develop children's resilience, determination, self-esteem and confidence
- Ensure pupils have a secure understanding of Fundamental British Values
- Provide a range of opportunities for learning outside the classroom
- Encourage creative thinking
- Develop children who are effective communicators
- Develop the children's ability to problem solve
- Promote spiritual and moral development
- Promote physical and mental development and an awareness of the importance of a healthy lifestyle
- Enable children to be aware of the importance of and participate in the Arts and culture
- Enable pupils to develop moral sensibility through carefully taught values
- Develop the personal and social skills of each child
- Provide equality of access and the opportunity for all pupils to make progress
- Ensure the 'Rights of A Child' are promoted
- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- Prepare pupils to use and apply the skills taught in school in a variety of different contexts.

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

- encourage children to become confident and independent learners
- ensure pupils have a secure understanding of Fundamental British Values
- expect the best possible progress and the highest attainment for all pupils
- enable pupils to make connections across different areas of learning
- develop pupils' capacity to learn and work collaboratively
- enable pupils to respond positively to opportunities, challenge and responsibility.

### Organisation

- The Key Stage 1 curriculum builds upon our Foundation Stage provision.
- English, Maths and Science skills are taught discretely and within a topic.

- Skills acquired in English, Maths and Sciences are applied to the Foundation subjects within themes / topics.
- The curriculum takes account of transition i.e. from pre-school providers to Nursery, Year to Year within school and Year 6 to KS3
- **Communication and Talk for learning is a key element across all areas of the curriculum.**
- Topics / themes are planned using the National Curriculum (2014). The termly overviews contain the detail of the work to be covered termly. This shows progression through the National Curriculum (2014) programmes of study. Within the termly overview there is provision for shorter topics, which can be pupil led.
- Weekly differentiated planning is written in detail by class teachers.
- The children are taught in mixed ability classes for all subjects.
- Children are set into differentiated groups for Maths and English. This enables the teaching to focus on a particular level of ability.
- **Spanish is taught in Key Stage 2 ( one hour per week ).**
- **There is a high focus on cultural learning.**
- RE in school is delivered in line with Bolton LEA's SACRE agreed syllabus.
- The PSHE scheme of work is built around the SEAL materials.
- **Outdoor Education is a key element of the school curriculum. The use of the outdoors is used to deliver the objectives within all the national curriculum subjects and to develop the children's social and emotional skills.**

### **Roles and Responsibilities**

The Head teacher has the responsibility for the leadership of the curriculum and delegate's responsibility to key staff:

- Class teachers are responsible for raising standards and achievement in reading, writing, maths and science.
- Class teachers are responsible for raising standards and achievement in the Foundation subjects, ensuring progression through the National Curriculum programmes of study.
- Subject leaders are responsible for standards and achievement within their designated subject.
- Foundation Subject Leaders are responsible for evaluating and monitoring standards in the Foundation subjects within the Key Stages.
- Class teachers ensure that the National Curriculum (2014) is covered within the class curriculum to ensure the aims are achieved for the pupils.
- The Head teacher and SLT ensure that the progress of each pupil is tracked and that there is appropriate challenge support and intervention.
- The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Head teacher's report.

### **Blue Text –indicates Eatock curriculum**

Policy revised March 2014 Presented to Governors April 2014

Reviewed October 2015 Written by the Headteacher and staff

To be reviewed October 2016