

**SUTTON ON SEA**  
**COMMUNITY PRIMARY SCHOOL**

**POLICY ON**  
**CURRICULUM**

This policy was ratified by the Governing Body at their meeting on 20<sup>th</sup> May 2020

Signed.....Chair of Governors  
(Lyn Rouse)

Review date: March 2021

# **Sutton on Sea CP School**

## **Curriculum Policy**

### **1. Introduction**

1.1 The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience 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 aim to 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. The school also promotes fundamental British values, which are democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and for those without faith.

### **2. Values**

2.1 Our school curriculum is underpinned by the values that we hold dear 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.

- 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 in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. 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 we 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, as well as our own.

### **3. Aims and objectives**

#### **3.1 The aims of our school curriculum are:**

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

#### **3.2 The school will:**

- provide a broad and balanced curriculum which meets the individual academic, social and emotional needs of every child
- 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 may become independent, responsible, useful, thinking, confident and considerate members of the community;
- create and maintain an exciting and stimulating learning environment;
- ensure that each child's learning needs are met, so that they make the best possible progress and attainment.
- recognise the crucial role which parents / guardians play in their children's education and make every effort to encourage parental / guardian involvement in the educational process;

#### **3.3 Children will:**

##### **3.3i Be successful – by acquiring skills to be**

- Creative thinkers;
- Problem solvers;
- Good question askers and learn by their mistakes;
- Good collaborators;
- Secure in their knowledge from the world and how it is shaped;
- Motivated to learn.

3.3ii Confident – by having a secure:

- Sense of identity;
- Good relationships with all members of their community;
- Emotional awareness;
- Knowledge of right and wrong;
- Understanding of organizational skills;
- Awareness of a healthy lifestyle;
- Understanding of risk awareness;
- Understanding of how to develop their strengths, talents and ambitions;
- Confidence and willingness to try new things.

3.3iii Responsible – by developing their ability to be:

- Well prepared for life and work;
- Enterprising;
- Able to respect others and understand their own and others' cultures and traditions;
- Able to understand what it means to be British and will appreciate diversity;
- Able to challenge injustice;
- Recognising how to sustain and improve the environment;
- Able to try to change things for the better.

#### **4. Organisation and planning**

4.1 We plan our curriculum in four phases. We agree long-term plans for Foundation Stage, Years 1 and 2, Years 3 and 4 and Years 5 and 6.

Foundation Stage review their long term framework on an annual basis to reflect outcomes from prior teaching and learning and also amend it on an ongoing basis to address the dynamic of each cohorts learning needs.

In all other Year Groups, the Long Term Planning is reviewed on a bi-annual basis.

This indicates what topics are to be taught in each term, and to which groups of children.

4.2 Medium Term Planning clearly states Learning Intentions, Success Criteria, per lesson and Context. This is carried out for all subjects. As a school we base our planning on the National Curriculum.

4.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions, success criteria, context and

assessment opportunities for each session, and to identify the differing teaching and learning activities that are going to be used in a lesson.

4.4 In Foundation Stage, Key Stage 1 and Key Stage 2 we adopt an inter-disciplinary topic approach to curriculum planning that highlights cross-curricular teaching and learning opportunities. The curriculum is carefully planned so that there is coherence and full coverage of all aspects of the National Curriculum and Early Learning Goals, and there is planned progression in all curriculum areas.

## **5. Responding to pupils' needs and overcoming barriers**

### **5.1 The Curriculum and SEND**

5.1i The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so.

5.1ii Our school does all it can to meet the individual needs of all children. We comply with the requirements set out in the SEND Code of Practice in providing for children. In the first instance, children should be able to be taught in the context of the classroom, accessing Quality First Teaching. If children have additional needs to access the curriculum, children are put at School Support (K), then School Support Plus (K+) and ultimately Educational and Healthcare Plan (EHC) if necessary. The school endeavours to meet the children's needs with the most suitable levels of support and intervention. Parents / Guardians are involved in this process from the outset and are invited to regular review meetings with their child(ren) to assess progress made and to set suitable targets for future progress and attainment.

5.1iii All children with special needs are recorded on the school SEND register. A provision map (updated each term) outlines how the needs of these children are being met in each class. The school then provides a Support Plan for each of the children who are on the SEND register. This sets out the nature of the special need(s), and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

5.1iiii Gifted and Talented: We identify children whose abilities are outside the usual range in a particular area. We keep a register of the identified children and we endeavour to meet their learning needs in a variety of ways to ensure that their learning needs are met.

## **5.2 The Curriculum and Equal Opportunities**

5.2i The curriculum in our school is designed to take account of the needs of all pupils from provide access and opportunity for all, no matter what their race, gender or religion.

## **5.3 The Curriculum and EAL children**

5.3i The curriculum in our school is designed to take account of the needs of pupils whose first language is not English. Adjustments to the curriculum will be made to support the needs of EAL pupils. These will take account of their age, length of tie in the country and previous education and language experiences.

## **5.4 British Values**

5.4iWe take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

## **6. The Foundation Stage**

6.1 The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children’s skills and experiences, as set out in this document.

6.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

6.3 During the children’s first term in the Foundation Stage, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children’s progress during the year.

6.4 We are well aware that all children need the support of parents / guardians and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressin

## **7. Enrichment opportunities**

7.1 We aim to deliver a rich and engaging curriculum, which provides children with links to real and personal experiences. In order to do this, teachers use the curriculum map to plan trips or arrange visits into the school, as and when appropriate throughout the year. In addition, subject leaders also plan thematic enrichment days where the whole school participates in activities linked to a specific theme or topic.

## **8. Subject Leadership**

8.1 Subject Leadership entails:

- Checking subject coverage is appropriate
- Checking the quality of planning and pupil learning
- Providing collective support and offer advice to colleagues on teaching and learning issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

8.2 Subject leadership is delivered as a collective. The school has subject leaders for numeracy and literacy; all other subjects are monitored collectively. This approach has been taken to ensure that individual teachers have an appropriate workload in line with the agenda of Workforce Reform. It also means that all members of staff have a clear understanding of expectations throughout the school and a coherent understanding of skills development in different year groups. It also highlights expectations.

## **9. Assessment and Evaluation**

9.1 The school assesses and evaluates pupil progress as appropriate. There are both short and long term assessments carried out by members of staff. Short and medium term assessment is the responsibility of the class teacher. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning. Formative assessments take many different forms and are reflected in the pupil's books/work in the detailed marking and provision of constructive feedback. Feedback follows the school's Marking and Feedback Policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve. Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed

format so as to cause minimal anxiety for pupils. These are used to help prepare children through the year groups for the end of key stage testing as required by law.

9.2 Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

## **10. Monitoring and review**

10.1 Our governing body's Children's Committee is responsible for monitoring and evaluating the way the school curriculum is planned and implemented.

10.2 Governors liaise with subject leaders and monitor the way the school teaches subjects.

10.3 The Leadership Team is responsible for the strategic direction of the curriculum. Teachers are responsible for ensuring that their classes are taught the full requirements of the National Curriculum in conjunction with subject leaders, the 'collective' subject leaders and the Leadership Team.