

Old Buckenham Primary School
CURRICULUM POLICY

Introduction

The curriculum is the totality of pupils' learning experiences.

At Old Buckenham Primary School we believe that our curriculum should be broad, balanced, relevant and meets the needs of all children whatever their ability. Our curriculum is comprised of The National Curriculum 2014 (statutory requirement) and the wider curriculum.

Our curriculum ensures that the children are provided with a range of learning experiences which should challenge, stimulate and promote thinking and learning and enable our school vision to be fulfilled.

At Old Buckenham Primary School every child counts. We believe in developing a child's intellectual, creative, emotional, physical, spiritual and moral aspects of their personality. This takes place in a caring and supportive school that has strong links with the local community.

*We want our children to be confident and healthy individuals, successful learners and responsible citizens.
'Inspiring learning for life'*

Aims

The aims of the curriculum are to:

- prepare pupils for the opportunities, responsibilities and experience of adult life.
- provide equality of access and the opportunity for all pupils to make progress;
- develop the personal and social skills of each child;
- promote high standards in reading, writing and maths;
- enable children to acquire knowledge and skills in science;
- enable children to be confident in the use of ICT;
- promote spiritual, moral and cultural development;
- promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- enable children to participate in the arts
- promoting empathy and a global awareness

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving.

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

- encourage the best possible progress and the highest attainment for all;
- enable pupils to make connections across different areas of learning;
- help pupils to think creatively and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding;
- contribute to pupil safety, behaviour and welfare including their physical, mental and personal wellbeing, spiritual, moral, social and cultural development and promotion of British values.

The Organisation of the Curriculum

- the curriculum is taught through a topic/theme based approach which allows children to make links between areas of learning.
- relevant subject areas are linked together under theme titles but some subject areas or objectives are planned for separately when they do not 'fit' into themes

- National Curriculum Programmes of Study are met through themed plans
- themes are designed to match the needs of the children and they respond to current events in the local and wider locality. A running record of the NC objectives covered within each theme is kept by each class teacher and a copy passed to the head teacher on request
- themes can be shared across the whole school, Key Stage or a class
- themes may use a 'hook' at the start which aims to quickly engage the children in their learning. The 'hook' can include the use of a visit or visitor, a 'real life' challenge or problem to solve, a question or end project to complete
- teachers will begin a theme by asking the children what they already know and would like to find out. This can be represented as a mind map and a copy displayed in each child's book.
- themes are celebrated through the sharing of the 'work' with a variety of audiences
- themes are planned over half a term or terms duration. Medium term plans contain the detail of the work to be covered with a progression of learning objectives. The plans indicate how the work will be adapted to meet pupil needs and what the pupil outcomes will be
- at the end of a theme the children will be asked to complete a theme review against the original mind map. They will record what they have learnt, their favourite part and anything else they may wish to add. This will also be stuck into the books and form part of the evidence against progress in learning.

Roles and Responsibilities

- The Headteacher has the responsibility for the leadership of the curriculum and co-ordinates the work of the subject leaders to ensure that the curriculum has progression and appropriate coverage;
- Subject leaders are responsible for evaluating and monitoring standards in their subject, completing annual Health Checks, liaising with governors and ensuring that the resources are maintained;
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure progression across the key stages;
- The Headteacher ensures 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 through the termly Headteacher's report.

Subject	Policy	Scheme/main resources
Maths	Calculation Policy	White Rose long term and termly plans per year group
English	English Policy	Letter join, Letters & Sounds, T4W, Cracking Comprehension, Twinkl, Pearson Grammar Active learning
Science	Science Policy	Adapting Twinkl, thematic planning
Geography	No policy	Adapting Twinkl, thematic planning
History	No policy	Adapting Twinkl, thematic planning
RE	RE Policy	Scheme – Discovery RE
PSHE	PSHE Policy	Jigsaw scheme
PE	PE / PA	Scheme – TBC
Music	No Policy	Charanga, (Music Express also available to dip into)
ICT/Computing		SWGfL, Espresso, Twinkl are all available
Art / DT	Policy	Twinkl

Policy links

Learning and Teaching Policy,
 AfL Policy,
 Marking Policy

JH OBPS July 2015 – reviewed June 2016, reviewed Nov 2017