



## Osmaston Primary School Curriculum Policy

### Introduction

The school defines its curriculum as all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the 'Primary National Curriculum In England 2014', but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes 'the hidden curriculum'- what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their full potential.

We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children and to help them become independent learners. Above all, we believe in making learning fun.

### Values

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

These are the main values of our school upon which we have based our curriculum:

- We value children's uniqueness; we listen to the views of individual children and we promote respect for diverse 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 and we organise our curriculum to promote inclusion, co-operation and understanding among 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 want to enable each person to be successful and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves but also for future generations

## **Aims and Objectives**

The aims of our 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 teach children the basic skills of English, Mathematics and computing
- To enable children to be creative and to develop their own thinking
- To teach children about the developing world, including how their environment and society have changed over time
- To help children understand Britain's cultural heritage
- To prepare pupils for life in modern Britain through an understanding of fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- To appreciate and value the contribution made by all ethnic groups in our multi-cultural society
- To enable children to be positive citizens
- 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 distinguish 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 high self-esteem and respect for themselves and to live and work co-operatively with others

## **Organisation and Planning**

We have an established 2 year planning cycle which is delivered in the following phase groups: Key Stage 1 (Years 1 and 2), Lower Key Stage 2 (Years 3 and 4), Upper Key Stage 2 (Years 5 and 6). This ensures breadth of coverage across the whole primary phase and allows teachers to have a long term view of the curriculum. We review this long-term plan on an annual basis. Our Foundation stage plan their teaching and learning according to EYFS Statutory Guidance.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. We also plan activities, trips and visitors that will enrich our learning experiences.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session and to identify what resources and activities we are going to use in the lesson.

We aim to teach the foundation subjects through a cross-curricular approach. This means that a child may experience History, Geography, Art and Design Technology in one term through, for example, the Rainforest project.

We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage.

## **The Curriculum and Inclusion**

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum in order to meet their needs, then we do this only after their parents or carers have been consulted

If children have special educational needs, our school does all it can to meet the individual needs and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special educational needs, then his/her teacher makes an assessment of these needs. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If the teacher feels that normal classroom practice will not meet the child's needs then discussions with the SENDCo will take place.

The school provides personalised learning targets for all children including those who have a special educational need. The children know their targets and understand how these help to improve their learning. The targets are regularly reviewed so that the school can monitor the progress of each child at frequent intervals.

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act (DDA) that came into effect from 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities or the teaching materials may be adapted.

Our schemes of work address the diversity of our society and reflect the Primary National Curriculum programmes of study.

## **Key Skills**

There are fundamental skills that underpin teaching and learning in our school:

- Communication
- Application of Number
- Digital Literacy
- Working with others
- Improving one's own learning and performance
- Problem-solving

In our curriculum planning we emphasise these skills so that children's progress in all of these areas can be identified and monitored. Teachers in all

subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their full potential.

### **The Role of Subject Leaders**

The role of subject leaders is to:

- Provide a strategic lead and direction for the subject
- Support and advise colleagues on issues related to the subject
- Monitor pupils' progress in that subject area
- Provide efficient resource management for the subject
- Keep up to date with developments in the subject, at both national and local levels
- Review the way in which the subject is taught and assessed in the school
- Plan for improvement

### **Monitoring and Review**

There is a named governor assigned to curriculum. This Governor liaise with the respective Key Stage Managers and Senior Leadership Team.

The Headteacher is responsible for the day-to-day organisation of the curriculum.

The Curriculum Deputy Headteacher monitors the overview of curriculum delivery ensuring that all classes are taught the full requirements of the National Curriculum.

The Curriculum Deputy Headteacher alongside subject leaders monitor the way in which subjects are taught throughout the school and keep up to date with developments in their subject area. They examine long-term and medium-term planning and ensure appropriate teaching strategies are used. They also carry out work scrutinies and lesson observations to gain a clearer picture of curriculum provision across the school.

Short-term planning is directly linked to lesson observations and pupil outcomes and is monitored on a regular basis by subject leaders, Senior Management Team and the Senior Leadership Team.

This policy is monitored by the Governing Body and will be reviewed every two years.