



Curriculum Policy

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1. Introduction

- 1.1. The curriculum is 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 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 are 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.

2. Values

- 2.1. Our school curriculum is underpinned by the values that are the foundation of 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.
- 2.2. Our school is in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:
- 2.3. 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.
- 2.4. 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.
- 2.5. 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.
- 2.6. 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;
- teach children the basic skills of literacy, numeracy, science, humanities, technology and the creative arts;
- 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;
- 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.

4. Organisation and planning

4.1. We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

- 4.2. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We use the Hamilton Plans for much of our medium-term planning in the foundation subjects.
- 4.3. Our short-term plans come from the Hamilton Plans. They give the learning objectives for each session and identify the resources and activities to be used in the lesson.
- 4.4. In the Early Years Foundation Stage we adopt an interdisciplinary topic approach to curriculum planning. We plan the curriculum carefully, 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.
- 4.5. At Key Stage 1 and Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects than it does in the Early Years Foundation Stage, and we teach these subjects separately. This means that, for example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

5. Children with special needs

- 5.1. 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 only after the parents of the child have been consulted.
- 5.2. If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for our Special Needs Register and we involve external agencies where appropriate. We always provide additional resources and support for children with special needs.

- 5.3. The school provides an individual education plan (IEP) for each of the children who are on the special needs register. This will show the short-term targets set for the child and the teaching strategies used. It will also indicate the planned outcomes and the date for the plans to be reviewed. In most cases this review will take place once a term.
- 5.4. A major part of the culture of the school is to encourage the children to take responsibility and to make decisions regarding their learning. If a child has an IEP they will be involved at an appropriate level in setting their targets and invited to the termly review meetings. We recognise success here as we do in any other aspect of school life.

6. The Early Years Foundation Stage

- 6.1. The curriculum that we teach in the Nursery and Reception class meets the requirements set out in the National Curriculum at Early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Outcomes 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.
- 6.3. Continual assessment forms an important part of the future curriculum planning for each child.
- 6.4. We are well aware that all children need the support of parents 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 progressing.

7. Key skills

- 7.1. The following skills have been deemed 'key skills' in the National Curriculum:
 - communication;
 - application of number;

- information technology;
- working with others;
- improving own learning and performance;
- problem-solving.

7.2. In our curriculum planning we highlight these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

8. Monitoring and review

- 8.1. The Head Teacher is responsible for monitoring the way the school curriculum is implemented. The teachers review each subject area in an annual cycle of review and development.
- 8.2. The Head Teacher is responsible for the day-to-day organisation of the curriculum. The teachers, through regular review, ensure that all classes are taught the requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

13 June 2016
Patricia Plater, Principal