



CROSCOMBE AND STOKE ST MICHAEL PRIMARY FEDERATION CURRICULUM POLICY

(see also Special Educational Needs)

Croscombe is a Church of England Primary School and this policy has been written with reference to its Christian foundation.

1 Introduction

To deliver the 2014 National Curriculum, we have endeavoured to create a skills based curriculum.

In order for our children to become independent learners we are looking to develop the skills of:

- being reflective,
- working collaboratively,
- making links,
- being resilient,
- being resourceful
- taking risks.

Children will develop these skills through a variety of enquiry based cross curricular themes, designed to foster their curiosity.

Children are encouraged to ask questions, do independent research and make decisions as to how to take their learning forward at an appropriate level for their understanding.

2 Curricular Aims

These are the precepts 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, cooperation 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 to succeed.
- 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.

3 Organisation and planning

3.1 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.

3.2 Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. The learning objectives for the Foundation subjects and Science are taught through topics where possible. Some subject areas will be taught discretely.

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

3.4 Across the Key stages, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals. There is planned progression in all curriculum areas.

4 The curriculum and inclusion

4.1 Teachers differentiate their planning in order to meet the needs of children of all abilities and follow the SEN Code of Practice, so that we meet the needs of individual children

4.2 Children will be supported as set out in the SEN Policy and our local offer.

5 The Foundation Stage

5.1 The school uses the Early Years Foundation Stage Curriculum (EYFS) introduced in 2012, focusing on the attainment of Early Learning Goals (ELGs).
See Early Years Foundation Stage Policy

6 Monitoring and review

6.1 The governing body is responsible for monitoring the implementation of the school curriculum.

6.2 There is a named governor assigned to special needs, who liaises with the SEN coordinator, and monitors the ways in which special needs are addressed.



6.3 The headteacher is responsible for the day-to-day organisation of the curriculum. The headteacher monitors the planning of all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives, pace and progression. The Headteacher will do this by observing lessons, by work sampling and by interviewing children about their learning.

6.4 This policy is monitored by the governing body and will be reviewed every three years, or before if necessary.

Signed..... Headteacher

Signed..... Chair of Governors

Adopted: February 2015
Date for renewal: February 2018