



Our vision is *to enable children to become lifelong learners by creating a safe and inclusive learning environment that nurtures individuality and enhances potential*

Our values:

-  **We're imaginative** - we're creative thinkers and doers
-  **We're curious** - we encourage inquisitiveness and risk taking
-  **We're proud** - we take pride in our school and want everyone to succeed
-  **We're courageous** - we understand that we learn from our mistakes
-  **We're original** - we celebrate difference

Curriculum Policy

Updated on:	
10th July 2018	Reviewed and renewed
10th June 2020	Reviewed and renewed

Date agreed by Achievements and Standards Committee/Headteacher 10th June 2020	Signature of Chair /Vice Chair of the Committee/Headteacher
Date agreed for review Summer 2022	Frequency of Review Annual / 2 Year Cycle / Three-year cycle
Responsibility for Review Achievements and Standards Committee/Headteacher	

1. Aims and Principles

At Reay we aim to provide a curriculum to develop inquisitive, independent thinkers with a love for learning. We understand that the curriculum, both within taught lessons and beyond them, should create an environment where questioning, risk-taking, divergent thinking and the freedom to learn from mistakes are all encouraged. We intend that our curriculum should embed in our students these qualities: responsibility, independence and a sense that

learning The curriculum should be seen in its widest sense as the entire planned learning experience. This includes formal lessons as well as events, routines, and learning that take place outside the classroom. The Curriculum Policy should be seen within the overall aims and ethos of the School, which are at the core of its objectives.

Our curriculum is designed to allow each student to:

- achieve the best possible academic qualifications and standards, whatever their ability;
- Ensure high levels of engagement, enjoyment and personal development.
- With the National Curriculum as our starting point we aim to deliver learning which will be relevant and stimulating to our learners.

Our curriculum provides a broad and balanced education which allows students to become:

- Successful learners who enjoy learning, make progress and achieve their academic potential;
- Confident individuals who are able to live safe, healthy and fulfilling lives;
- Responsible citizens who can make a positive contribution to society.

2. 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.

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:

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.

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.

We aim for our curriculum to develop confident individuals who:

- show courage and compassion in their dealings with others;
- can respond positively and with resilience to the opportunities, responsibilities and experiences of life;

- can develop for themselves an active and healthy lifestyle;
- can relate well to others;
- have secure values and principles to distinguish right from wrong;
- are increasingly independent, able to show initiative and organise themselves;
- are willing to try new things, are ambitious and able to make the most of opportunities;
- are open to the excitement and inspiration offered by the natural world and human achievements.

3 Aims and Objectives

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 teach children the basic skills of literacy, numeracy and ICT;
- 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 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 respect for themselves and high self-esteem, and to live and work cooperatively with others. show courage and compassion in their dealings with others;
- can respond positively and with resilience to the opportunities, responsibilities and experiences of life;
- can develop for themselves an active and healthy lifestyle;
- can relate well to others;
- have secure values and principles to distinguish right from wrong;
- are increasingly independent, able to show initiative and organise themselves;
- are willing to try new things, are ambitious and able to make the most of opportunities;
- are open to the excitement and inspiration offered by the natural world and human achievements.

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 this long-term plan on an annual basis.

4.2 Through our topic wheels, we give clear guidance on the objectives and teaching strategies for each topic. We use the objectives in the National Curriculum to support our planning.

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 objectives for each session, and to identify what resources and activities we are going to use in the lesson. Daily assessment helps to inform planning.

4.4 In Key Stage 1 and Key Stage 2 we adopt a topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum. There is planned progression in all curriculum areas.

4.5 In the EYFS planning is fluid and is informed by children's interests as well as the Early Learning Goals

4.6 We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage. Some pupils in Year 1, for example, continue to follow a Foundation Stage curriculum within Year 1 until Christmas.

5 The Curriculum and Inclusion

5.1 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.

5.2 If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need with the support of the Inclusion Manager. 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 a child's need is more severe, we consider the child for an EHCP and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

5.3 The school provides a PLP for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The PLP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

5.4 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 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.

6. The Foundation Stage

6.1 The curriculum that we teach in the reception class meets the requirements set out in Development Matters in the EYFS.

6.2 Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning and our Nursery.

6.3 Each term in Reception and Nursery the teacher will assess the skills development of each child, and record this in the Foundation Stage Profile. This 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 both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

7. The role of the Subject Leader

The role of the subject leader 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.

The school gives subject leaders PPA time each term, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work.

The subject leader also keeps a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

8 Monitoring and Review

8.1 Our governing body's curriculum committee is responsible for monitoring the way in which the school curriculum is implemented. This committee reviews each subject area during its cycle of review and development.

8.2 There is a named governor assigned to each of the following three areas: literacy, numeracy and computing. These governors liaise with the respective subject leaders, and monitor closely the way in which these subjects are taught. There is also a named governor assigned to special needs, who liaises with the Inclusion Manager, and monitors the ways in which special needs are addressed.

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

8.4 Subject leaders monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate

teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy is monitored by the Headteacher and Subject Leaders and will be reviewed every two years, or earlier if necessary. Any major changes will be reported to the Governing Board.