

St Mary's Bryanston Square School

Curriculum Policy

Mission Statement

- St Mary's School serves the local community and welcomes the children who come here, whatever their background and faith.
- We aim to provide an education informed by the Christian ideal which will enable all children to fulfil their potential

Introduction

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 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.

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 our Christian faith and believe it is the mainspring of our corporate life and the source of all our learning and achievement.
- We value co-operation and interdependence.
- We value every individual in our community.
- We value excellence for the pleasure and satisfaction it brings.
- We value intellectual and moral rigour.
- We value creativity, imagination and independence of mind.
- We value perseverance, courage and diligence.
- We value inspiring and stimulating teaching which encourages pupils to think, make connections and discriminate, and teachers who are understanding, fair and reflect the personal standards they expect from the children.

Equal Opportunities

We have a policy of equal opportunities for all children and staff at St. Mary's whatever their race, gender, culture, language, economic background, class, religious background, sexuality, ability or special needs.

Boys and girls have equal rights in all areas of the curriculum and we aim to identify and discourage any preconceived attitudes about the suitability of any activity or aspiration for either gender. Children with special needs will be given access to the full curriculum with regard to their needs.

We celebrate our multi-cultural community and refuse to accept racist attitudes or speech.

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 information and communication technology (ICT);
- 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 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.
- to educate our children in their responsibilities to each other and to the community.
- to encourage a love of learning.
- to promote intellectual curiosity, thoroughness and sound judgement.
- to provide opportunities for pupils to create, perform, experiment, invent, discover and test ideas.
- to encourage our children to persevere through difficulties and to take their work seriously.

Organisation and planning

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 (teachers have the flexibility to move these topics in order to make cross-curricular links), and to which groups of children. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the learning objectives for each topic. As we have adopted the National Literacy and Numeracy Strategies for our school, we take our medium-term planning directly from the guidance documents. We use the QCA schemes of work for much of our medium-term planning in the foundation subjects.

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.

In the Foundation Stage and we adopt a cross-curricular topic approach to planning based firmly on the Early Learning Goals.

At Key Stages 1 and 2 the curriculum at our school places a great emphasis on the core and foundation subjects 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. Cross-curricular links are exploited where possible and appropriate. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

Children with special or additional needs

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.

If a child has a special or additional 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, SENCO, SEN Support teacher and LSAs are able to provide resources and educational opportunities that meet the child's needs within the normal class organisation. With the parents' agreement we may involve outside agencies when necessary. If a child's need is more severe, we consider applying for

a statement of special needs. We provide additional resources and support for children with special needs.

The school provides an Individual Educational Plan (IEP) for each of the children on the special needs audit. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

The Foundation Stage

The curriculum that we teach in the Reception Class meets the requirements set out in the National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Nursery is planned from close observation of children's needs, abilities and interests. Teaching in the Reception class builds on the experiences of the children in their pre-school or Nursery class learning.

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.

Key skills

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.

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.

The role of the subject Coordinator

The role of the subject coordinator is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

(for a fuller definition of the subject leader's role see the TTA document on Standards for Subject Coordinators).

The school gives subject leaders non-contact time at least fortnightly, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way 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 their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Monitoring and review

Our governing body is responsible for monitoring the way the school curriculum is implemented. We have named governors for all National Curriculum subjects, plus PSHE and RE. We also have named governors for SEN, EAL/EMAG, the Learning Mentor and Gifted and Talented provision. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects.

The headteacher is responsible for the day to day organisation of the curriculum.

Subject leaders monitor the way 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.

*Peter Hadfield
Headteacher
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