



Rownhams St John's CE Primary School CURRICULUM POLICY

Loving life; loving learning

“Children get just one childhood: it should be a magical and happy time and their primary education should leave a host of positive and meaningful memories that last for the rest of their life”.

Will Ryan, Leadership with a Moral Purpose, 2008

Introduction

We believe that education should prepare our children for their future. It should give them the best possible start - a childhood that they can build on for the rest of their lives. We teach the children skills they need, help them to develop habits and attitudes to enable them to become good learners for life and encourage them to take responsibility for everything they do. We do this through the implementation of our SHARK curriculum.

S- skills

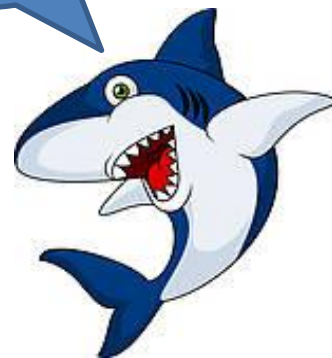
H- habits

A- attitudes

R- responsibility

K- knowledge

We are what we repeatedly do. Excellence, then, is not an act but a habit. *Aristotle*



The curriculum content is based on the National Curriculum 2014 and learning is organized into learning units which engage the children through exciting hooks and culminate in a purposeful outcome. The children get involved in the planning of their learning which enables them to become motivated learners and great thinkers.



Statement of principles

This policy is rooted in our school values of **Love, Joy** and **Responsibility**

We demonstrate **Love** through the care with which we plan exciting and engaging learning experiences for the children and, as teachers, model a love of learning so that children in turn will love learning.

We demonstrate **Joy** in the creation and implementation of a curriculum which challenges, inspires and promotes success for every child through encouraging them to be active partners in their learning. It promotes a 'Growth Mindset' approach which encourages them to learn from mistakes and feedback, and to grow to become more thoughtful, mature, wise and educated people.

We demonstrate **Responsibility** in the open reflective way that all staff and pupils are involved in developing the curriculum so that it is always dynamic, inspiring, relevant and purposeful. The children recognize that they are responsible for their own learning and attitudes towards it. They look for ways of furthering their own lines of enquiry and challenging themselves to be the best they can be.

Aims

We aim to:

- Ignite a love of learning in all members of our learning community (younger and older learners alike)
- Encourage empowering partnerships between all learners in the school (pupils and staff)
- Ensure the statutory entitlement of every pupil to a balanced provision of all subjects within the National Curriculum is met
- Ensure all pupils achieve well in all aspects of the curriculum, making



appropriate rates of personal progress so that they leave Rownhams fully prepared for the next stage of their education

- Facilitate children's acquisition of ideas, knowledge, skills, habits and attitudes of character, which will help them to develop intellectually, emotionally, socially, physically and morally
- Develop a range of learning behaviours with every pupil through the way they uncover and discover the curriculum content to help them grow as learners for life and become confident, happy and mature people
- Grow an inspirational learning community amongst both pupils and adults through the way the curriculum is developed, enhanced and celebrated

Curriculum

It is important that our curriculum for Key Stage 1 builds on the child-initiated ethos of the Early Years Foundation Stage principles. Pupils should be active partners in developing the curriculum. Their questions, interests and ideas are therefore utilised to develop and enhance planned learning experiences.

Throughout Key Stage 1 AND Key Stage 2 a wide variety of teaching and learning approaches and styles are used to promote pupil engagement with the curriculum. Staff regularly utilise a range of high quality resources to encourage independent learning and inspire pupils. The use of the whole school environment, both inside and outside, is also used regularly to enrich the curriculum. We take advantage of partnerships with the parent, local, national and global communities when these create real and meaningful contexts within the curriculum for the pupils.

Project based learning is one approach to enable pupil partnership. These projects allow subjects to be integrated, especially English and ICT skills. Projects start with an exciting, engaging hook and a specific authentic question, which needs to be answered or solved through the project. Pupils' questions are incorporated within the projects and time is built into the process for them to explore and investigate their own questions.

A series of meaningful and rich activities follow, which develop the pupils'



knowledge, passion and deeper understanding, whilst ensuring the content of the National Curriculum is being covered. The projects will culminate in an outcome which will showcase the children's learning, share answers and solutions to the original question and provide opportunities for them to interact with others.

Christian Values, Spiritual, Moral, Social and Cultural (SMSC), British Values, Philosophy for Children (P4C) and School Ethos

As part of the process of designing the curriculum for each half-term, staff will consider how our school values of Love, Joy and Responsibility can be incorporated into, and lived out through, the teaching and learning.

Within each learning unit, opportunities for SMSC, P4C (Philosophy for Children) and British Values are explicitly planned for.

National Curriculum 2014

The curriculum provided for our pupils will cover the 2014 National Curriculum subjects:

English	Mathematics	Science
RE (HCC Living Differences Ill 2016)	Computing	Art and Design
PSHE	PE	History
Geography	Music	Modern Foreign Languages (French in KS2)

We recognize and promote the key importance of the core subjects – English, Mathematics and Science in developing the children's oracy, reading, writing and numeracy in these prime areas. We aim to activate the pupils' learning in these subjects in innovating, creative and exciting ways. We firmly believe that this should be balanced within both the whole National Curriculum and the wider school curriculum.

The curriculum should not fully prioritise core subject learning at the expense of a broad and balanced curriculum or pupils' holistic development, but each should support and enhance the other aspects.



In EYFS and Key Stage 1 (continuing into Key Stage 2 where needed) the children develop their early reading and writing skills using the Read Write Inc programme of phonics, reading and writing.

We plan for the National Curriculum content to be covered in less than 100% of the teaching time, to allow for success and improvement time following feedback which will ensure feedback is acted upon. This should also allow time for additional learning events to take place and for pupils' ideas and interests to be valued and explored.

Roles and responsibilities

The Curriculum Leader maintains an overview of the curriculum provided by the school and works in partnership with the Senior Leadership Team (SLT) on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.

Subject Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews. Subject Leaders review their curriculum to ensure that pupils' learning becomes increasingly more challenging as they move through the year groups/phases, and to maintain an overview of standards within their subject. Target Tracker step statements help support this.

Subject Leaders also produce action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues.

When children are taught in mixed year groups, a two year cycle of planning is adopted to ensure that there is no repetition of projects and subject learning objectives.

Class Teachers have the final responsibility to produce class or phase specific medium and short-term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. Class teachers should ask for guidance from Subject Leaders when



appropriate and are required to ensure all provision promotes a love for learning.

Monitoring and evaluating

The Headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken in partnership with the Curriculum Leader and SLT. These tasks will link into a programme of monitoring, Strategic Development Plan priorities and actions, as well as performance management of teaching staff. The Headteacher and Curriculum Leader will report their findings through regular reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Subject Leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutinies and pupil interviews. They will provide written feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement.

Subject Link Governors for Core subjects will act as critical friends and will meet termly with Subject Leaders and analyse a range of evidence. They will produce a written report which will be shared with governors.

Teaching and Learning Young Governors will provide the viewpoint of the children in terms of how inspiring and relevant the learning is. They will feed this back to Standards Committee governors at least annually.

Policy Review

This policy will be reviewed annually in the Spring Term by the Standards Committee.

Date policy adopted by Standards Committee: 22.03.17

Date policy due for review: Spring 2018