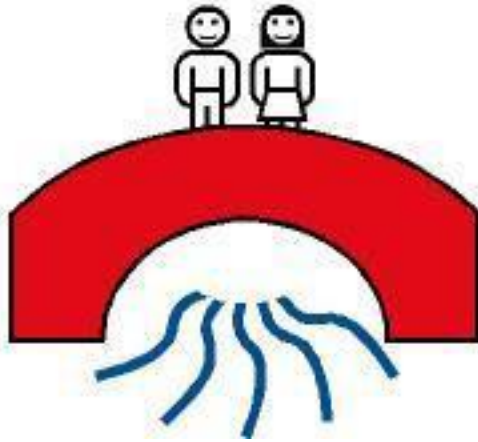


Loddon Primary School



Curriculum Policy

Author: Senior Leadership team

Committee responsible: Curriculum Committee

Date of last review: June 2018

Date of next review: June 2020

Authorised on 20 June 2018

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Curriculum Policy

'Working together to realise the potential in everyone.'

At Loddon Primary School we recognise that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability. We will actively research and reflect on best practice: locally, nationally and internationally to inform the pedagogical approaches we take to our teaching and curriculum delivery. As a Values based Education school Personal, Social, Health and Economic education as well as the development of positive relationships based on trust, equality and mutual respect are given priority within our curriculum.

Curriculum content is taught through our Integrated Curriculum, encouraging enjoyment, independence, confidence, imagination and curiosity as well as the skills, knowledge and understanding needed for success. We will offer a physical and emotional environment which inspires our learners as we believe that a quality environment both inside and outside will lead to higher levels of engagement and deeper learning for our children.

Our curriculum is also planned to promote the spiritual, moral, cultural, mental and physical development of our pupils and to prepare them for the opportunities, responsibilities and experiences of later life.

We follow the National Curriculum and Early Years Foundation Stage Framework as set out by the Department for Education. Our curriculum meets all statutory requirements.

In addition to the National Curriculum and Early Years Foundation Stage Curriculum Religious Education is taught across the school. The RE scheme of work follows the Pan-Berkshire Agreed Syllabus for RE and draws on the recommended Pan-Berkshire teaching resource 'Discovery'.

Personal, Social, Health and Economic education is planned into our curriculum and in particular teachers use resources from 'Values Based Education' and Jigsaw a whole school approach to teaching PSHE.

The school currently teaches French in Years 3-6 as its modern foreign language.

Curriculum Content and Organisation

We believe that learning does not always happen in formal blocks of time or knowledge and so we will be flexible in our organisation and planning to allow children to have greater ownership of their own learning. Whilst it is our intention to teach curriculum content in an integrated way, wherever we can, we also recognise that discrete subject teaching may on occasion be needed to ensure understanding of specific curriculum content.

Our curriculum content, organisation and documentation is continually under review in order to fulfil legislative requirements and the changing needs of the school as well as to ensure that the curriculum we offer supports our school's journey to continuous improvement.

Mission

We never underestimate the central importance of a quality education and set high expectations for all our staff and pupils. We see it as our core purpose to ensure that the highest standards of teaching and learning are central to all we do.

Aims

In planning for the curriculum we keep in mind our school aims.

- To be a thriving school with a family ethos, where all will flourish with pride, belonging and contentment.
- To give each child the skills and values that will enable them to be successful in the modern world.
- To ensure that the highest standard of learning and teaching are central to everything we do.

In the Early Years Foundation Stage the curriculum is planned to deliver the seven areas of learning and development: communication and language, physical development, personal social and emotional development, literacy, mathematics, understanding the world and expressive arts and design. The characteristics of effective learning are also a key element in the Early Years Foundation Stage. They detail the ways in which children should be learning from their environment, experiences and activities.

Teaching groups, class sizes and grouping by ability

Within Foundation Stage taught sessions are generally arranged in groups determined by age e.g. Nursery and Reception groupings. Occasionally for sessions such as phonics teaching some decisions around groupings will be in relation to the child's stage of development and children of different key groups may be taught together as appropriate to their current learning needs.

In Year 1-6 pupils are placed in class groups of 30 and work in these groups for the vast majority of teaching times. Planned differentiation ensures appropriate support and challenge within these class groups. On occasion for Phonics and Guided Reading activities children may be taught across class groups or Key Stage where this is particularly needed to support progress.

If it is felt by teaching staff to be in the best interest of children's learning outcomes then teaching groups may on occasion be organised across a year group by ability. This is more likely to be the case in Year 6 as the children prepare for their transition to secondary school.

Access and Entitlement

We value the diversity of individuals within the school and set high expectations for all staff and pupils.

All children have equal access to the curriculum and are treated fairly regardless of race, colour, nationality, ethnic or national origin, religion or belief, gender, disability, sexual orientation, gender reassignment, age or socioeconomic background.

Roles and Responsibilities

- The Headteacher holds overall responsibility for leading the development of a broad, challenging and diverse curriculum and wider school life, offering opportunities for learning and experiences over and above the National Curriculum.
- The Assistant Headteacher coordinates the integrated curriculum.
- Curriculum coordinators are responsible for auditing resources, managing the curriculum budget (alongside the Head teacher), purchasing resources, and monitoring standards of teaching and learning in their allocated subject area.
- The Assessment Coordinator leads staff in the use of formative and summative assessment, data analysis and target setting across the curriculum.
- The Inclusion Leader ensures that pupils with specific learning needs have access to the curriculum.
- The Gifted and Talented coordinator, in consultation with subject leads, ensures that pupils with a particular talent in any curriculum area are suitably challenged and that work is at an appropriate level for their needs.
- The Governors monitor the success of the curriculum at committee level through termly curriculum reports.

This policy will be reviewed in June 2020 or as legislative changes require such a review.