

Fairfield Endowed CE Junior School

Curriculum Policy

Rationale

A broad and balanced curriculum introduces children to the world, broadens their minds and shapes their future. If we are to prepare children for adulthood and the world of work, we need to ensure the foundations are laid solid to enable them to flourish and succeed.

In addition, our curriculum aims to ensure all children understand the need to manage risk and keep themselves safe as part of a wider approach to safeguarding.

The New National Curriculum forms the basis of our curriculum and programmes of study are development through the school's own choice of topics to maintain pupil's interest and engagement and promote the school's individual beliefs in meeting the needs of our pupils.

Our school curriculum comprises all learning and experiences [including trips, visits and visitors in school] that we plan for our pupils. It is designed to fulfil our School Aims, providing opportunities for all our pupils to learn and to achieve. Our curriculum is firmly rooted in the values of our school through which we seek to promote pupil's spiritual, moral, social and cultural development and to prepare all pupils for the opportunities, responsibilities and experiences of life. Our curriculum should enable all pupils to make good progress from one stage of their education to the next, allowing them to develop their individual strengths, talents and passions.

We regularly review and update our curriculum to meet both the evolving needs of our pupils and to incorporate appropriate national educational developments and recommendations.

Inclusion

We aim to provide a broad and balanced curriculum for all pupils. When planning, we give due regard to the following principles:

- Responding to pupil's diverse learning needs.
- Setting suitable learning challenges.
- Overcoming potential barriers to learning and providing appropriate assessment for individuals and groups of pupils.

The Key Stage 2 Curriculum comprises of the following subjects:

English
Maths
Science
Computing
Physical Education
History
Geography
French
Design and Technology
Art

Music

Personal, Social, Health and Citizenship Education

Religious Education

Each year group uses a topic approach to teach some aspects of the curriculum and subjects may be linked together to make learning as meaningful as possible for our pupils.

The Hidden Curriculum

We also develop and promote the following areas of learning across the curriculum:

Health and Safety relating to themselves and others

Spiritual, moral, philosophical and cultural development

Personal, social and health education

Key transferable skills

Thinking skills

Use of language across the curriculum

Use of ICT across the curriculum

Curriculum Planning

When planning the curriculum we consider the following principles

- Pupil's entitlement to a broad and balanced curriculum
- Continuity across the key stage
- Progression-building on previous experiences
- Locality-considering the school community and location and the opportunities these offer
- Developing a greater depth and range of knowledge, understanding and skills
- Linking subjects or units of work to facilitate holistic learning
- Opportunities to apply key skills learnt in literacy and numeracy
- Access strategies and effective differentiation
- How topics promote whole school initiatives such as 'What if Learning' Project or current involvement in community projects.

Monitoring and evaluation

All teaching staff [except NQT's] have a responsibility to lead at least one subject area within school.

This may be as an individual or as an interested partner. The subject leader has a specific role to:

- Support and advise colleagues in the effective delivery and assessment of their subject.
- Evaluate learning through observations, monitoring planning, work scrutiny and pupil discussions.
- Monitor using data or other evidence which shows impact especially for specific groups of pupils.
- Feed back to staff the outcomes of the monitoring process to ensure an impact on future teaching.
- Plan for development of the subject area and attend training to further develop their expertise in that field and keep up to date with national thinking [including funding, awards recognition for the school, local and national competitions].
- Report to the Headteacher the outcomes of their findings.
- Raise the profile of their subject in the school through displays, school trips, curriculum events and information for parents, taking part in competitions, making links with other schools including across key stages.

