

KEW WOODS PRIMARY SCHOOL



Curriculum Policy

OVERVIEW

This policy should be read in conjunction with: Teaching and Learning, individual curriculum subject policies, Feedback, Assessment and SEN policy.

AIMS

The aims of our school curriculum are to: -
to fulfil all the requirements of the National Curriculum and the school's core values

- to enable all children to learn and develop their skills to the best of their ability
- to develop resilient pupils who can face challenges
- to give the children the opportunity to flourish
- 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 English, mathematics, Science and Computing
- to enable children to be creative and to develop their own thinking
- to teach children about the wider world, including how their environment and society have changed over time
- to help children understand Britain's cultural heritage
- to help children understand the importance of truth and fairness through the British values, so that they grow up committed to equal opportunities for all

ORGANISATION

Throughout the school we adopt a thematic approach to curriculum planning. We plan the curriculum carefully and progressively, so that there is coherence and full coverage of all aspects of the six areas of the Early Years Foundation Stage and the National Curriculum.

We plan our curriculum in three phases. We agree a long-term plan for each year group. This indicates what themes are to be taught and the areas of the national curriculum to be covered. Subject leaders monitor this as part of their annual monitoring and evaluation cycle.

We also complete medium term plans for each topic. This will include Kew Values and incorporate our own school curriculum. For example this may include healthy themed weeks or special events such as the Queen's birthday etc.

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. The plans are changed during the week in response to pupil voice and response in lessons.

The Foundation Stage

In the Foundation Stage the children work towards the nationally agreed Early Learning Goals. There are seven areas of learning which develop personal, social and emotional skills, physical development, communication and language, mathematics, literacy and understanding the world. With well organised rooms and an enclosed outdoor learning environment for Nursery, as well as a separate outdoor area for Reception, our Foundation Stage classrooms are specifically designed and resourced to facilitate learning through play. Children are continually assessed in the Foundation Stage and progress is systematically measured against age related expectations. In the Foundation Stage children's progress is logged in their Learning Journals.

CURRICULUM MANAGER

The role of the manager is to:

- provide a strategic lead and direction for the school's curriculum;
- oversee the work of subject leadership;
- support and offer advice to colleagues on issues related to subject leadership;
- monitor pupil progress in that subject area in collaboration with subject leader, assessment manager and the headteacher / governing body
- ensure subject leaders provide efficient resource management for the subject.

The school gives subject managers designated directed time 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 manager 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. They also consider the needs of our pupils and integrate our own school curriculum in collaboration with the curriculum manager.

MONITORING AND REVIEW

Governors, the Curriculum Manager and specific subject leaders are responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject action plan in its cycle of review and development.

The class teacher is responsible for the day to day organisation of the curriculum. Subject managers monitor the curriculum coverage, content and quality for their subject across the school. The senior leaders monitor the lesson planning of all teachers during the year.

Subject managers monitor the way their subject is taught throughout the school. Class teachers are responsible for the planning which is shared with the subject leaders. The subject leaders also have responsibility for the purchase, storage and management of resources which is overseen by the Curriculum Manager.