

## **Curriculum Statement**

*To teach the Curriculum is the role of the teacher. To provide an environment that gives a child enrichment for life's journey is the role of the educator.*

*Archbishop William Temple*

The staff and Governors of New Christ Church Primary School believe that each child has the right to access a rich, broad, balanced and differentiated curriculum which is matched to pupils' ages, abilities, interests, aptitudes and special needs.

### **School Aims**

- ✓ To promote a positive attitude to learning through enjoyment of school life and in doing so enable children to become confident and independent lifelong learners
- ✓ Provide a stimulating curriculum matched to the needs of each child, enabling each to achieve the highest possible educational standard
- ✓ Help pupils develop an understanding of the Christian faith and an understanding of and respect for other faiths and beliefs
- ✓ Educate our pupils to be sensitive, tolerant and caring towards themselves, their peers, the community and the environment
- ✓ Foster good relationships between home and school, Church, community and link schools so that all are involved and participate in the children's education

The curriculum will be used to increase pupils' knowledge, skills and understanding as they grow and develop and become more aware of the world around them.

The curriculum will be carefully planned and structured to ensure that learners make good progress with the development of their learning.

The curriculum will engage children's interest, encourage and motivate them to learn.

It will be exciting and creative and offer opportunities for first hand learning using a range of resources, environments and contexts.

It will open their eyes to the wonders of creation and provide opportunities to consider the world in which they live with awe and wonder.

It will provide opportunities for academic, pastoral, social, emotional and spiritual learning.

We will recognise and celebrate attainment, progress, achievement and effort equally.

**Planning:**

The Reception Year follows DfES Curriculum Guidance for the Foundation Stage and includes six areas of learning:

- Personal, social and emotional development
- Communication, language and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

From Years 1-6, pupils are taught the National Curriculum. Programmes of study for individual subjects are used to support long term and medium term planning. The National Strategies for Literacy and Numeracy are used to support and guide planning.

As a Church Aided school, RE is accorded similar status to that of other core subjects; our expectation is that families who choose our school for their child will support the status of RE, although we respect parents' rights to withdraw their child from RE lessons and acts of worship (and inform them of this right). The teaching of RE is supported by a comprehensive scheme of work adapted from the SACRE agreed syllabus.

Long term 'Curriculum Maps' are available for KS1, Lower KS2, and Upper KS2, over a rolling 2 year programme, and are based upon cross curricular themes, linked to pieces of art to provide stimulus and key starting points for teachers. These maps have been drawn up to ensure good coverage and balance of the National Curriculum Programmes of Study. Schemes of work for each curriculum theme will be built up over the next 2 years. Medium term planning reflects the key skills, concepts and knowledge which need to be developed for each class/year group.

Short term plans will record the key learning objectives and success criteria for individual lessons.

Parents are advised of Termly themes through our 'Curriculum News', which includes information on how to encourage further learning at home.

**Delivery:**

The school day provides for 22 hours and 30 minutes teaching time for FS and KS1 pupils, and 23 hours 20 minutes for KS2. Children are taught in mixed age classes, except when the cohort size allows for single year groups, and are taught by their class teacher for the majority of the time. Learning Support Assistants are deployed as necessary and support learners individually and in small groups; they may provide Cover Supervision to whole classes, as deemed appropriate. Welfare Assistants support named children with statements of SEN and IEPs.

**Assessment:**

The school follows the principles of Assessment for Learning and has policies for Assessment, Target Setting and Monitoring. Comprehensive use of data and tracking systems is used to monitor individual and cohort progress.

**Reporting on pupil attainment:**

The progress of all learners is monitored and evaluated on a regular basis, either through formal summative assessments or informal formative assessments. Records are maintained of summative assessments and teachers evaluations and children's books reflect formative assessments. Parents are invited to formal Parents Evenings once a term and an open door policy enables meetings to be arranged at other times. The Governing Body receives regular reports from the Head Teacher on pupil attainment and achievement. Annual written reports to parents are produced during July.

**Target Setting:**

All pupils are set annual targets in Maths and English, based upon prior attainment. The Governing Body sets targets in the Autumn Term for pupils reaching the end of KS2. These targets are set in consultation with the Head Teacher and teaching staff and are based upon ongoing data and standards analysis. Our aim is always to set challenging, yet realistic, targets which enable all our children to make progress in all aspects of their learning.

**Roles & Responsibilities:**

The Governing Body are responsible for the review and monitoring of this policy and for setting the overall objectives for the Curriculum Provision.

The Head Teacher takes overall responsibility for the day to day delivery and provision.

Every member of the teaching staff belongs to a Curriculum Team: Curriculum & Assessment, Maths & Science, Communication (Literacy, ICT, MFL), SEN/Gifted & Talented, Creative Arts (Art, Music, DT, Drama, Dance), Physical, RE/Ethos/Collective Worship, Humanities (History & Geography). Each Team is led by a member of the School Leadership Team, who takes overall responsibility for the effective implementation of subject policy.

**Provision for pupils with SEN and Gifted/Talented Learners:**

Teachers' planning reflects differentiation for all groups of and individual learners. Outcomes of assessment inform plans. IEPs are used to support children with SEN. The school has developed the use of Focus and Intervention groups and tracking to support under-attainers and those with SEN in English and maths.

It is our strong belief that all our children are gifted and talented learners. However, in recognition of DfES requirements, we maintain a Gifted and Talented register and activities are planned to support these learners across the curriculum. These activities are reflected in teachers' plans.

### **Sex & Relationship Education:**

The Governing Body has an agreed policy for SRE. Parents in Year 6 are invited to view the resources used for SRE, including the video used as a basis for their learning which goes beyond the statutory science curriculum. Parents are informed of their right to withdraw children from SRE lessons.

### **Spiritual, Moral, Social and Cultural Opportunities:**

The staff and Governors are committed to providing a curriculum which ensures that opportunity is provided for SMSC, through the planned curriculum, RE, PSHME, Health Education, Race equality, and Citizenship. Worship is central to our daily school life, and is used to promote and develop a range of SMSC opportunities and experiences.

### **Self-esteem and Self-worth:**

The Governing Body is committed to the education of the whole child. As such it supports opportunities to celebrate every achievement. To this end, the school holds a celebration assembly every week which recognises a variety of achievements. The behaviour policy supports our aim to raise the self-esteem and value every child in our school. Candle Time is a distinctive feature of our school and is used positively to promote personal reflection and spiritual growth.

### **Enrichment and Extra-curricular activities:**

Governors are committed to providing opportunities to enrich the stated curriculum, through its support for the WEC Children's Charter and by funding additional activities such as workshops, performances and special events. All teaching staff are invited to run after-school clubs, although this is on a voluntary basis and is limited to one club; staff who choose not to run a club are not penalised in any way. The Governing Body is mindful of the need to ensure that teachers' work-life balance is protected and respected.

**Documentation which supports this policy:**

- Teaching & Learning Policy
- Learning Environments Policy
- Foundation Stage Policy
- Subject Policies
- Special Needs Policy
- Gifted and Talented Learners Policy
- Creativity Policy
- Monitoring Policy
- Assessment Policy
- Target Setting Policy
- Curriculum Maps
- Role of Curriculum Team Leaders
- Homework Policy
- SRE Policy
- Equal Opportunities Policy
- Health and Safety Policy
- School development Plan
- School Prospectus
- GB Annual Report to Parents/School Profile
- Internal Monitoring documents
- External Monitoring documents
- Collective worship policy

Approved by Governors: March 2006  
Reviewed by Staff: September 2006, annually thereafter  
Reviewed by Governors: March 2009