

Curriculum Policy

Deal Parochial CEP School



Values Statement

At Deal Parochial Primary School the curriculum is firmly rooted in its Christian foundation: enabling every child to grow spiritually and emotionally; fostering imagination and a deep sense of personal identity and self worth; providing guidance through the loving example of Jesus Christ.

Mission Statement

Our hope is that each child at Deal Parochial Primary School will develop an appetite for learning that will endure throughout their lives. To achieve this, the curriculum will need to motivate and excite children so that they engage fully in learning, cultivate positive attitudes and relationships, make good progress and fulfil their true potential – being **the best that I can be**.

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. At Deal Parochial CEP School we have developed a creative approach to our curriculum. However, our creative curriculum does include the formal requirements of the National Curriculum and Foundation Stage, as well as the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. Our motto of **the best that I can be** reflects this view.

Values

At Deal Parochial our school curriculum is underpinned by our values and mission (see statements above). The curriculum is the means by which the school achieves its objectives of educating children in the knowledge, skills and understanding they need in order to lead fulfilling lives.

Our school is in full agreement with the values included in the introduction to The National Curriculum Handbook for Primary School Teachers in England. We have based our curriculum upon our school values.

We value:

- the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures;
- the spiritual and moral development of each person, as well as their intellectual and physical growth;
- the importance of each person in our community, and our curriculum promotes co-operation and understanding between all members of our school community and the wider community;
- the rights enjoyed by each person in our society. We respect each child in our school for who they are, irrespective of race, gender, disability, faith or religion or socio-economic background and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- Our environment, and we aim through our curriculum to teach respect for our world and how we should care for it for future generations, as well as our own.

Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and gain a solid base for lifelong learning based upon the desire to acquire knowledge and deepen understanding;
- to teach children the basic skills of literacy, numeracy and ICT capability along with personal and social development;
- to enable children to be creative and develop their own thinking;
- to teach children about their developing world, including how their society and environment have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society, aware of their responsibilities;
- to fulfil all the requirements of the national curriculum and the locally agreed syllabus for religious education;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children to consider the relevance of Christian ideas, values and beliefs in their own lives;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

Organisation and Planning

We plan our curriculum in 3 phases. We agree a long-term plan for each key stage. This indicates what Creative Themes for Learning will be taught in each term, and to which groups of children. It also includes an indication of which NC Programmes of Study will be taught through each theme. We review our long-term plan on an annual basis.

Our medium-term plans give a brief overview of the objectives, key skills, curriculum drivers and learning within each Creative Theme for Learning.

Our short-term planning gives greater detail of planned activities, resources and assessment and includes reference to the Key Skills and the level to which they will be taught, The Essentials for Learning and Life and Secrets for Success.

Creative Themes for Learning

Teachers work closely with the children in their classes when planning Creative Themes for Learning. The themes make meaningful links between National Curriculum subjects and promote Community Cohesion, Enterprise Skills, Environmental Understanding and Spiritual and Moral Development.

Key Skills

Key skills are the essential skills needed to make progress in a subject or area of learning. Many subjects have related key skills. When planning Creative Themes, teachers identify the key skills that will be taught, practised and applied, using their knowledge of the children in their class to decide at which level to teach them.

The Essentials for Learning and Life

At Deal Parochial we believe that there are some essential skills which should be continually applied throughout the curriculum. They include the basic skills of literacy, numeracy and ICT capability along with personal and social development.

Literacy (including Modern Foreign Languages)

The key skills which we focus on in literacy throughout the curriculum are:

- **READ** - Pupils need to read fluently, listen and respond critically to texts of all kinds, on paper and on screen, in order to access ideas and information;
- **TALK** - Pupils need to talk clearly and confidently about their thoughts, opinions and ideas, listening carefully to others so that they can refine their thinking and express themselves clearly;
- **WRITE** - Pupils need to write, present and broadcast a range of ideas, in a wide variety of forms and with awareness of different audiences and purposes; communicate these ideas with accuracy on paper, on screen and through multimodal texts;
- **ANALYSE** - Pupils need to analyse, evaluate and criticise a range of uses of language in order to draw out meaning, purpose and effect.

As children move through the school these key skills are constantly being revisited but the standard to which the skills are being applied gets progressively higher, from National Curriculum Level 1 through to Level 5. At Deal Parochial School we follow the National Primary Framework for Literacy and this provides a powerful structure for the development of skills, knowledge, understanding and application of English. In addition to a daily literacy session, we aim to apply the key skills outlined above throughout the curriculum.

Numeracy

The key skills which we focus on in numeracy throughout the curriculum are:

- **CALCULATE** - Pupils need to use numbers and measurements to support both accurate calculation and an understanding of scale, in order to make reasonable estimations;
- **INTERPRET DATA** - Pupils need to interpret and interrogate mathematical data in graphs, spreadsheets and diagrams, in order to draw inferences, recognise patterns and trends, and assess likelihood and risk;
- **COMMUNICATE** - Pupils need to use mathematics to justify and support decisions and proposals, communicating accurately using mathematical language and conventions, symbols and diagrams;
- **USE MATHEMATICS** - Pupils need to represent and model situations using mathematics, using a range of tools and applying logic and reasoning in order to predict, plan and try out options.

At Deal Parochial School we follow the National Primary Framework for Numeracy and this provides children with a thorough programme which ensures the development of skills, knowledge, understanding and application of Mathematics. In addition to a daily numeracy session, we aim to apply the key skills outlined above throughout the curriculum, particularly in the area of Enterprise.

ICT Capability

The key skills in ICT capability can be summarised as:

- Finding information
- Processing information

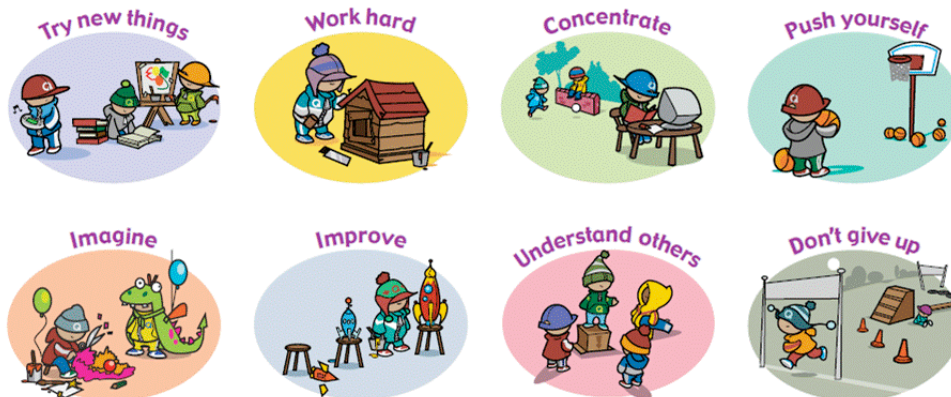
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- Communicating information
- Refining and improving work

Each class is equipped with 3 computers and an Interactive Whiteboard. The school has 30 laptops housed in 2 laptop trolleys so that ICT can be literally wheeled into classrooms to ensure that it is fully integrated throughout the curriculum. The school has purchased a Virtual Learning Environment called DB Primary which provides a safe and fun environment for children to communicate with one another and for them to continue work started at school back at home.

Personal and Social Development

We believe that the 'Secrets of Success' for children to become successful learners lie in the following:



These Secrets of Success are addressed in teachers' planning of Creative Themes for Learning and are promoted throughout the curriculum and in the weekly Share and Praise assembly.

Areas of Learning

Understanding the Arts

The subjects making up this area of learning are: art and design, music, dance and drama. They share the following key skills:

- Explore
- Create
- Improvise
- Present
- Evaluate

Historical, geographical and social understanding

The subjects making up this area of learning are: history, geography and citizenship. They share the following key skills:

- Investigate
- Analyse
- Communicate
- Consider and Respond

These are the key skills that need to be revisited in order to make good historians, geographers and citizens. Much of the work carried out in this area of learning draws upon the locality of Deal and Dover.

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Understanding physical development, health and well-being

The subjects making up this area of learning are: physical education, personal and emotional well-being and economic well-being. They share the following key skills:

- Reflect and Evaluate
- Plan and Implement
- Move with Control
- Find and Check Information
- Communicate

Scientific and technological understanding

The subjects making up this area of learning are: science and design and technology. They share the following key skills:

- Generate Ideas
- Investigate, Observe and Record
- Design, Make and Improve
- Explain
- Evaluate

Outdoor Education and Off Site Visits

We like to give our children opportunities to explore their learning outside the school environment. This may be through visits to places of interest, museums or residential visits. Children's enthusiasm for learning is enriched through such educational visits. As a parent you are asked to make a contribution towards the cost of the educational visit to enable us to enhance your child's educational experience at Deal Parochial.

Our Year 6 pupils engage in an annual residential visit. Children visit a Kent County Council run outdoor pursuits centre in North Wales. The children are given opportunities to explore the mountain environment, making links with the geography curriculum. Children are encouraged throughout the week to explore their leadership and problem solving skills, work as a team, challenge themselves and support their friends. Children grow both socially and emotionally during the week and return to school feeling they can confront life with a renewed rigor.

Sex and Relationships Education

Sex and relationships Education is formally delivered in accordance with our SRE policy and will be presented within a moral, family-oriented and Christian framework. Parents, pupils and Governors have been involved in devising our SRE Policy. Parents have the right to remove their child from these sessions.

Additional Educational Needs

At Deal Parochial we aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate fully in school life. The school's aims with regard to supporting pupils with additional educational needs are:

- to identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development;
- to ensure that these children are given appropriate support to gain full access to the National Curriculum in a positive framework;

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- to ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement;
- to involve parents, pupils and others in a developing partnership of support, enabling them full confidence in the strategy as adopted by the school.

Gifted and Talented

There are many definitions of 'gifted and talented'. 'Excellence in Cities' (EiC) guidance suggests: 'Gifted' learners are those who have abilities in one or more subjects in the statutory curriculum other than art and design, music and PE; 'Talented' learners are those who have abilities in art and design, music, PE or performing arts such as dance and drama.

The term 'gifted and talented' is not to be understood as referring to the most able children in the national population. The term should be seen as relative and refers to the top 5% to 10% of any school, regardless of the ability profile of pupils at the school.

Within our school we recognise that gifted and talented pupils can be:

- good all-rounders;
- high achievers in one area;
- of high ability but have poor writing skills.

We also recognise that those pupils who are gifted and talented do not always show their ability. Such pupils are gifted and talented even though their abilities may be hidden or remain as potential.

Class teachers will support the needs of gifted and talented pupils by:

- Looking for chances to widen the learning activities through the opportunities they provide in their planning;
- Providing an active curriculum;
- Providing a creative curriculum;
- Keeping a register of G&T pupils and updating it as necessary;
- Providing an exciting room where children want to be e.g. interesting writing areas/role play areas, interactive displays, etc.;
- Encouraging pupils to take risks, to play with ideas, and to see failure as a learning experience;
- Nurturing the able, as they would the least able, both academically and emotionally;
- Helping pupils to set their own goals for improvement;
- Monitoring the performance of the most able;
- Providing rigorous and constructive feedback, as often as possible, on pupil's work through evaluative marking;
- Seeking help from the school's G&T coordinator;
- Liaising with parents.

Equal Opportunities

At Deal Parochial School we are committed to ensuring equality of education and opportunity for all pupils, staff, parents and carers, irrespective of race, gender, disability, faith or religion or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and able to participate fully in school life.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive

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promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all.

At Deal Parochial School we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

The Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised Curriculum for the early Years Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences.

Our school fully supports the principle that young people learn through play, and by engaging in well-planned structured activities. Teaching staff in the reception class use observation to assess children's learning. This information enables the staff to plan the curriculum appropriately to promote the next steps in a child's learning.

Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and pre-school providers in the area. During the children's first half term in the reception class, their teacher makes an assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future planning for each child.

We are well aware that all children need the support of parents/carers and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

The Role of the Subject Co-ordinator

Activities for the subject co-ordinator:

- annual evaluation of the subject – identify subject priorities for future improvement and development;
- reviewing planning, meeting NC Programmes of Study;
- work scrutiny, consider standards across all abilities and ages;
- resourcing – ensure resources are appropriate, suitable stored, labelled etc. Identify shortfalls in resources, gaps in provision, ensuring resources in school are used;
- informal monitoring during year – displays, use of resources, talking to pupils at playtimes, photographs, pupil interviews and feedback;
- attendance at training courses if appropriate;
- dissemination from courses;
- up date subject policy when required;
- keep a subject co-ordinator's file;
- provide articles for the school newsletter.

Monitoring and Review

The group of staff who make up working Party B monitors the curriculum under the guidance of the Headteacher. The monitoring pairs from the governors' Learning and Development Team visit the school to monitor key aspects of the School Improvement Plan in relation to the curriculum.

How is the subject taught/organised? What areas have been identified for improvement?

Policy

Action Plan

School Improvement Plan

What do the pupils need to learn?

Chris Quigley Key Skills for subject

Scheme of work for subject

Overview of coverage in subject across the school

How will learning be assessed?

NC attainment targets for subject

APP materials relating to subject

What does teaching and learning in the subject look like?

Annotated photos, making reference to Breadth of Study, Key Skills and levelled against NC attainment targets/APP materials

How is the subject resourced?

Inventory of resources available and where stored

Records of expenditure

Useful websites, places of interest to visit

Training opportunities

The Breadth of Study from the National Curriculum
2000

Long Term Plan showing Breadth of Study to be
covered by Year Group

How Key Skills meet the statutory requirements of
Curriculum 2000

Medium Term Planning A3 sheets
Medium Term Planning blank A3 sheets

Schemes of Work followed by school

- E.g.
- i) Scheme of Work for RE
 - ii) Scheme of Work for SEAL, PHSE and citizenship

Short Term Planning A4 sheets
Short Term Planning blank A4 sheets

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Equalities Statement

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At Deal Parochial CEP School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

Sign off

Signed Date
Governor

Signed Date
Headteacher

Date for review