



CROSCOMBE AND STOKE ST MICHAEL PRIMARY FEDERATION CURRICULUM POLICY

(see also Special Educational Needs)

Croscombe is a Church of England Primary School and this policy has been written with reference to its Christian foundation.

1 Introduction

To deliver the 2014 National Curriculum, we have endeavoured to create a skills based curriculum.

In order for our children to become independent learners we are looking to develop the skills of:

- being responsible,
- being courageous,
- staying focused,
- facing challenge,
- supporting others,
- being resilient,
- working collaboratively.

Children will develop these skills through a variety of enquiry based cross curricular themes, designed to foster their curiosity. We use the Gem Power system to support development of learning behaviours.

Children are encouraged to ask questions, do independent research and make decisions as to how to take their learning forward at an appropriate level for their understanding.

2 Organisation and planning

3.1 We plan our curriculum in two phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children.

3.2 Through our medium-term plans we give clear guidance on the objectives and teaching strategies for each topic. The learning objectives for the Foundation subjects and Science are taught through topics where possible. Some subject areas will be taught discretely.

3.3 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.

3.4 Across the Key stages, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals. There is planned progression in all curriculum areas.

4 The curriculum and inclusion

4.1 Teachers differentiate their planning in order to meet the needs of children of all abilities and follow the SEN Code of Practice, so that we meet the needs of individual children

4.2 Children will be supported as set out in the SEN Policy and our local offer.

5 The Foundation Stage

5.1 The Federation uses the Early Years Foundation Stage Curriculum (EYFS) introduced in 2012, focusing on the attainment of Early Learning Goals (ELGs).

Children in the EYFS should constantly be given a variety of free flow activities that enable them to learn independently and through play. Children should be subject to at least 2 lots of 10 minute adult led activities in both English and maths every day.

Tapestry is used to track pupil progress and achievement and to communicate/report to parents on a regular basis.

See Early Years Foundation Stage Policy

6 Monitoring and review

6.1 The governing body is responsible for monitoring the implementation of the school curriculum.

6.2 There is a named governor assigned to special needs, who liaises with the SEN coordinator, and monitors the ways in which special needs are addressed.

6.3 The headteacher is responsible for the day-to-day organisation of the curriculum. The headteacher monitors the planning of all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives, pace and progression. The Headteacher will do this by observing lessons, by work sampling and by interviewing children about their learning.

6.4 This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.



Signed..... Headteacher

Signed..... Chair of Governors

Adopted: February 2015
Date for renewal: February 2018