

Curriculum Policy

January 2012

Reviewed annually by the governing body



Introduction

This policy is a statement of aims and principles relating to the Academy's curriculum which is reviewed annually by the governors. At The Priory Primary Academy Trust we aim to tailor education to individual need, interest and aptitude so as to fulfil every child's potential. Every pupil will have access to a rich, broad, balanced and differentiated curriculum, although we recognise every child has a different knowledge base and skill set on entering school. Teachers use a variety of teaching strategies and whilst there is an emphasis on the core subjects of literacy, numeracy, science, information communication technology and religious education, children are also given ample opportunities for enrichment and creativity.

The curriculum embraces the five outcomes set out in Every Child Matters (ECM):

- stay safe
- be healthy
- enjoy and achieve
- achieve economic well-being
- make a positive contribution

These are used to increase pupil's knowledge, skills and understanding as they grow and develop and become more aware of the world around them. The curriculum is carefully planned and structured to ensure that learning is continuous, and that pupils make good progress with the development of their learning.

The curriculum will engage the children's interest, encourage and motivate them to want to learn giving pupils firsthand experience to reinforce their learning and to develop their growing knowledge, skills and understanding; opening their eyes to the world around them and prepare them for their adult life.

The Reception Year children follow the Department for Education (DfE) document – "Statutory Framework for The Early Years Foundation Stage" which includes six areas of learning:

- personal, social and emotional development
- communication, language and literacy
- problem solving, reasoning and numeracy
- knowledge and understanding of the world
- physical development
- creative development.

From Year 1 to Year 6 the curriculum consists of inter alia:

- The National Curriculum as adopted by the School - the programmes of study for each subject are used as the basis for the long term and medium term plans
- The Primary Framework for Literacy and Numeracy supplement the English and Maths curriculum respectively
- Hampshire Country Council agreed Religious Education (RE) syllabus - Living Difference as adopted from time to time by the School

Parents may exercise their right of withdrawal from collective worship and RE lessons.

From Reception through to Year 6 opportunities will be taken to extend the curriculum beyond the statutory requirements including:

- diverse clubs and activities, both during and after school
- visitors including artists, story tellers, theatre groups, musicians
- the use of the school grounds, the locality and the wider environment
- educational visits
- support of parents.

The curriculum is taught in classes with appropriate differentiation and support as necessary. Cross-curricular links are made between subjects where appropriate and an extensive range of high quality resources are used to support the curriculum. Homework is set, where appropriate, to link the curriculum with learning at home.

Assessment

Teachers use a variety of informal and formal methods of assessment this includes verbal comments, written comments and formal tests. Children's progress in Literacy and Numeracy is tracked between Years One and Six and the expectation is that two sub-levels of progress e.g. from 2c to 2a will be made during each academic year.

Reporting on pupil attainment

All work carried out by the children is monitored and evaluated. A written school report is made available to parents annually in the summer term. Parents are invited to parent/teacher consultation meetings in the Autumn and Spring terms. The Governing Body receives regular reports on pupil attainment compared to the national picture and similar schools and pupils' prior attainment.

Target setting

All pupils are made aware of the next steps in their learning through teachers' marking and feedback. The Governing Body sets the statutory targets in the Autumn term for those pupils reaching the end of Key Stage 2 in the following academic year. These targets are set in close consultation with the teaching staff using the evidence from ongoing standards analysis.

Roles and Responsibilities

The Head Teacher takes overall responsibility for the curriculum and subject coordinators each monitor their particular area. The staff has developed a school charter which defines how we work and is prominently displayed around school and referred to regularly. There is a school council of pupils with elected members who regularly discuss issues which are relayed to the Head Teacher and Governing Body for consideration.

Inclusion - provision for all pupils

Teachers plan to meet the needs of all pupils by ensuring learning is focused on pupils' needs and abilities. Outcomes from assessment of learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential. Differentiation of lessons and booster classes with support from classroom assistants, the Special Needs Co-coordinator (SENCO) and the Gifted and Talented teacher ensure all children reach their potential.

Sex Education

The Governing Body has approved the content and policy for Sex Education. Parents of pupils in Year 6 are given an opportunity to preview a video used as the basis for the Year 6 Sex Education programme of [study](#) which goes beyond the statutory science curriculum. Those parents wishing to withdraw their children from these lessons are given the opportunity to do so.

Personal, Health and Social Education (PHSE)

The staff and governors are keen that all pupils are provided with PHSE opportunities both within the planned curriculum and through current affairs, assemblies, independent study, extra events and experiences. We are committed to developing children's awareness of the local, national and global community, through the community cohesion programme. The Academy uses inter alia the SEAL (Social and Emotional Aspects of Learning) materials to further children's understanding of citizenship issues.

Self Esteem and Self Worth

Good Work assemblies are held each week recognising the achievements of our pupils. Talents of individual pupils are celebrated within class and at school assemblies and at the annual talent show.

There is a whole school House system which motivates and encourages children to do their best socially and academically through the awarding of tokens.

There is also an effective system of prefects and library monitors.

There is an annual awards' evening where achievement, attainment and effort are recognized across the curriculum.

Extra curricular activities

A wide range of activities is offered at the start of each term. Activities may include choir, cricket, street dance and judo to name but a few. Parents of children wanting to attend such activities are asked to sign a consent form. Extra curricular activities and events are provided by staff, parents and governors as well as outside agencies including sports clubs and music teachers.

Conclusion

Children's work and achievement within the curriculum is celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos. The school is proud of the curriculum it offers and feels that it equips the children for the present day whilst preparing them for later life.