

# **NORTHWICK PARK PRIMARY AND NURSERY ACADEMY**

## **CURRICULUM POLICY**

### **Introduction.**

Our school's curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and co-operate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

### **Values**

Our school curriculum is underpinned by the values that are important to us: our core values are Achieve, Respect, Enthusiasm and Confidence. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Our school is in full agreement with the values statement included in the introduction to the National Curriculum. These are the main values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, co-operation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children, and to ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves but also for future generations.

## **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 acquire a solid basis for lifelong learning.
- To teach children the basic skills of literacy, numeracy and ICT
- To enable children to be creative and to develop their own thinking.
- To teach children about the developing world, including how their environment and society have changed over time.
- To help children understand Britain's cultural heritage.
- To appreciate and value the contribution made by all ethnic groups in our multi-cultural society.
- To enable children to be positive citizens.
- 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 distinguish right from wrong.
- 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 live and work co-operatively with others.

## **Organisation and Planning.**

The curriculum is organised into themes for each year group. There are also curriculum theme weeks which take place across the school. The themes are chosen to allow cross curricular teaching. The themes are reviewed every year. Cross curricular links to English, maths and science are made wherever possible, some subjects are taught discretely.

We plan our curriculum in three 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. We review this long-term plan on an annual basis.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. As we have adapted the government guidance for teaching English and mathematics for our school, we take our medium-term planning directly from the guidance documents. We also use the national schemes of work for much of our medium-term planning in the foundation subjects.

Our short-term plans are those that teachers write on a weekly and daily basis. Teachers plan core subject lessons together during PPA time. They use planning sheets provided by subject leaders to ensure that agreed key elements are taught. These include learning intentions, focus groups, learning skills, differentiation and assessment opportunities as well as resources and classroom organisation.

## **The curriculum and inclusion.**

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for an Education and Health Care Plan, and we involve the appropriate external agencies in making an assessment.

The school provides a Provision Map detailing provision offered for all pupils – updated termly. For SEN pupils a communication passport is being used and is in the process of being developed to set out the nature of the special need, and to outline how the school will aim to address it.

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies with the requirements of the Equality Act (2010) All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

The school has implemented the recommendations of The Stephen Lawrence Inquiry: Macpherson Report (1999). Our schemes of work address the diversity of our society, and reflect the National Curriculum programmes of study.

## **Key Skills**

The following skills have been deemed 'key skills' in the National Curriculum:

- Communication.
- Application of number
- Information technology
- Working with others
- Improving one's own learning and performance
- Problem solving.

Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

### **The role of the subject leader.**

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject.
- Support and advise colleagues on issues related to the subject
- Monitor pupils' progress in that subject area
- Provide efficient resource management for the subject.

The school gives subject leaders non-contact time so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progressions is planned into schemes of work.

### **Monitoring and review.**

Our Governing Body's curriculum committee is responsible for monitoring the way in which the school curriculum is implemented. This committee reviews subject areas regularly with emphasis on the core subjects.

There is a named governor assigned to English and mathematics. These governors liaise with the respective subject leaders, and monitor closely the way in which these subjects are taught. There is also a named governor assigned to special needs, who liaises with the SEN co-ordinator, and monitors the ways in which special needs are addressed.

The Headteacher is responsible for the day-to-day organisation of the curriculum. She ensures that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Subject leaders monitor the way in which their subject is taught throughout the school. They monitor long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy is monitored and reviewed by the Governing Body.  
Reviewed December 2014.