

# Curriculum Policy



**Date of policy: March 2017**

**Review date: March 2018**

## **Rationale**

At Barrow Hall we believe the foundations of learning are embedded in English, Maths and Science. The curriculum is underpinned by the belief that thinking and learning skills and personal, social and emotional skills are essential to the development of our children.

We believe that emotional learning is at the centre of the learning brain and that children learn best in an emotionally nurturing environment. Our curriculum promotes the children's spiritual, cultural, moral, mental and physical development to achieve the very best they can.

Our curriculum provides an outline of core knowledge around which teachers develop exciting and stimulating lessons to promote the development of the children's knowledge, understanding and skills of the wider world so that they may be prepared for life beyond school and for the key values and principles of life in Modern Britain. It is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to preparing pupils for the opportunities, responsibilities and experiences of later life.

We believe that our curriculum is broad, balanced and relevant in order to meet the needs of all our children.

Our curriculum is not confined to the school building and we strive to ensure the children have a broad range of learning experiences that challenge, stimulate and promote thinking and learning.

## **Aims**

Through our curriculum, we aim to:

- Promote high standards in reading, writing, maths, and science
- Set high expectations for every pupil
- Be fully inclusive and accessible to all pupils
- Encourage creativity and confidence
- Develop children who are effective communicators
- Ensure our children are able to problem solve
- Develop skills that ensure our children leave Barrow Hall being effective participators and team workers and who show tolerance and empathy to other cultures, civilisations and beliefs
- Promote spiritual and moral development
- Promote physical and mental development and an awareness of the importance of a healthy lifestyle

- Enable children to be aware of the importance of and participate in the Arts and culture
- Enable pupils to develop moral sensibility through carefully taught values
- Develop the personal and social skills of each child
- To provide equality of access and the opportunity for all pupils to make progress
- Prepare pupils for the opportunities, responsibilities and experiences of adult life
- Prepare pupils to use and apply the skills taught in school in a variety of different contexts.

### **Organisation**

- The Key Stage 1 curriculum builds upon our Foundation Stage provision.
- English, Maths and Science skills are taught discretely and within a topic where applicable.
- Skills acquired in English, Maths and Sciences are applied to the Foundation subjects within themes /topics.
- The curriculum takes account of transition i.e. from pre-school providers to Nursery, Year to Year within school and Year 6 to KS3
- Topics / themes are planned using the National Curriculum (2014).
- The Long Term Maps contain the detail of the work to be covered termly. This shows progression through the National Curriculum (2014) programmes of study.
- Topic Webs provide further detail for each termly topic
- Weekly planning is written in detail by class teachers
- The children are taught in mixed ability classes for all subjects, except in upper Key Stage 2 and in Year3/4 children are set into differentiated groups for Maths. This enables the teaching to focus on a particular level of ability.
- Spanish is taught in Key Stage 2 ( one hour per week )
- RE in school is delivered in line with Warrington's agreed syllabus.
- The PSHE scheme of work follows the Warrington scheme and links to SEAL themes
- Outdoor Education is delivered throughout school. This provides a kinaesthetic approach, opportunities for the application of core skills and for the development of social and emotional skills.

## **Roles and Responsibilities**

The Head teacher has the responsibility for the leadership of the curriculum and delegate's responsibility to key staff:

- Class teachers are responsible for raising standards and achievement in reading, writing, maths and science.
- Class teachers are responsible for raising standards and achievement in the Foundation subjects, ensuring progression through the National Curriculum (2014) programmes of study.
- Subject leaders are responsible for standards and achievement within their designated subject across the Key Stages.
- Class teachers ensure that the National Curriculum (2014) is covered within the class curriculum to ensure the aims are achieved for the pupils.
- The Head teacher and SLT ensure that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.
- The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Head teacher's report and through presentations of developments within key subjects at termly meetings. There are also specific named Governors who have responsibility for specific areas of the curriculum. They work with the subject leaders and monitor the subject through visits, pupil voice and professional discussions

Through the provision of rich and varied activities, we aim to:-

- encourage children to become confident and independent learners
- expect the best possible progress and the highest attainment for all pupils
- enable pupils to make connections across different areas of learning
- develop pupils' capacity to learn and work collaboratively
- enable pupils to respond positively to opportunities, challenge and responsibility