



## **The Spinney Primary School**

### **CURRICULUM POLICY**

#### **Introduction**

The curriculum is the totality of pupils' learning experiences. At The Spinney Primary School we believe that our curriculum should be broad, balanced and relevant, meet the needs of all children whatever their ability and help to develop the whole child, academically, spiritually, morally, socially, culturally, creatively, intellectually and physically.

The taught curriculum is comprised of The National Curriculum and the wider curriculum. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning. The curriculum meets statutory requirements.

#### **Aims**

The aims of the curriculum are to:

- promote high standards in reading, writing and maths;
- provide equal opportunities for girls and boys and for children from all social, religious, cultural and ethnic backgrounds
- provide equality of access and opportunity to children with special educational needs,
- embrace the National Curriculum, religious education and sex and relationship education.
- allow children to develop a knowledge of themselves and each other whilst taking into account British Values
- enable children to acquire knowledge and skills in science;
- enable children to be confident in the use of ICT;
- promote spiritual 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 related cultural themes;
- enable pupils to develop moral sensibility through carefully taught values
- develop the personal and social skills of each child;
- provide equality of access and the opportunity for all pupils to make progress;
- prepare pupils for the opportunities, responsibilities, challenges and experience of adult life.

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving.

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

- encourage the best possible progress and the highest attainment for all pupils;
- enable pupils to make connections across different areas of learning;
- help pupils to think and work creatively and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- enable pupils to acquire and develop a broad range of transferable skills, knowledge and understanding

## **Approach**

The Spinney curriculum aims to help children develop the knowledge, skills and attitudes to live fully for today, as well as preparing them for the future in school and beyond.

The curriculum includes provision for the youngest children through the Early Years Foundation Stage before they are subject to the statutory requirements of the National Curriculum.

The whole school curriculum is planned as a continuum, catering for the needs of the youngest children and building on competency through to Year 6.

There is an emphasis on learning for application in real situations. The need to support learning by providing an appropriate context is met, in the main, by organisation around cross-curricular themes. This learning is richly enhanced by making learning links with other providers and partners e.g. The Fitzwilliam Museum, Kettle's Yard, and The University. Visitors and parents are also welcomed as sources for the children to extend their knowledge and understanding.

The Spinney teachers know that children learn better when they are excited and engaged and at the Spinney we are constantly looking to provide stimulating and motivating learning opportunities. To do this we work with parents and the whole community to think creatively about how we can use the skills of everyone in the school. We look for improvement, setting our own challenging targets and work tirelessly to build on success.

Primary education is a vital stage in children's development, laying the foundations for life. But it should also be a positive, exciting and enjoyable, rich experience for all our children. The Spinney has signed up to The Cambridgeshire Creative and Cultural Manifesto for the Curriculum and we believe that the planned curriculum should be an adventure, a journey of learning undertaken by the children, class and teacher. Children are involved in planning aspects of the curriculum and contribute to the Termly Curriculum map.

OPEN FEEDBACK

## **The Organisation of the Curriculum**

The Spinney curriculum is taught through discrete subjects as well as linked "themed" areas where relevant;

A whole school long term plan indicates the broad objectives of the national curriculum and ensured progression through the key stages.

Medium term plans organised for each year group are called curriculum maps and show the links between subjects

Units of work may be based on published planning guidance to ensure progression and continuity including QCA, Cambridgeshire Schemes of Work, Nuffield, etc. However, staff are strongly encouraged to be highly reflective, think creatively, and adapt plans to match the needs interest and ability of the children in their class.

As a school we believe that learning is not limited to the walls of our building but can happen anywhere. To this end, staff are also encouraged to be responsive to the many learning opportunities available with our school being situated in a historic village and next to a prestigious University City. Therefore when a learning opportunity arises staff are encouraged to take advantage of nearby resources and activities such as the Botanic Gardens, University and adopt a “Get on The Bus Approach” to the curriculum by taking the local bus into the City. Similarly, staff use the outdoor learning environment as much as possible for example using the outdoor space in Early Years, the playground and adjacent playing field and the nearby Spinney Nature reserve.

Short Term planning is carried out in detail for literacy and numeracy using an agreed format; this is monitored by the senior leadership team through the moderation process, work scrutiny and lesson observations.

Planning and assessing pupil progress are integrated. Work is scaffolded to meet the needs of pupils but there are the same expectations for all children to achieve the learning intentions within a lesson.

The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to key staff.

The Deputy Headteacher co-ordinates the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage.

Subject leaders are responsible for writing the annual action plans for their subject and monitoring the medium term planning to ensure progression, continuity and challenge in their curriculum area as well as liaising with other teachers to evaluate and ensure high standards in their curriculum area.

Class teachers ensure that the curriculum is taught effectively and that the aims are achieved for their class. They work collaboratively, sharing ideas with other staff members when planning, to provide a rich and creative learning experience.

The Deputy Headteacher is the assessment coordinator and oversees the implementation of the Assessment, Recording and Reporting Policy.

The Headteacher, Deputy Headteacher, IT Manager, and other senior colleagues ensure that there is a robust system for assessing, moderating, and tracking pupil progress. The school is committed to the aims and programmes of “Every Child a Chance” believing that every child can achieve given the right support and the removal of barriers.

The Headteacher and senior leadership team, including the Inclusion Leader monitor and analyse the pupil data carefully to ensure that there is appropriate progress, challenge, support and intervention for each child.

The Governors monitor the success of the curriculum at committee level through the School Development Committee and at whole Governing Body meetings through the Termly Headteacher’s report.

## Policy History

<b>Date</b>	<b>Where</b>	<b>What done</b>
13 <sup>th</sup> March 2012	SLT	Policy adopted
5 <sup>th</sup> March 2013	Deputy Head's time	Policy review led by the Deputy Head (ML Mawson).
18 <sup>th</sup> January 2016	Governor's meeting	Policy reviewed
16 <sup>th</sup> January 2017	Teacher meeting & Resources committee meeting	Policy reviewed