



**Elliott Park School**

**Curriculum Policy**

**April 2017**

**Review Date: April 2018**

# Elliott Park School Curriculum Policy

## 1. Introduction

Our curriculum encompasses all the planned activities that we organise to promote learning, personal growth and development. It includes not only the National Curriculum, but also the range of extra-curricular activities that the school provides in order to enrich the experience of our children. It includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

## 2. Values

2.1 Our school curriculum is underpinned by the values that we hold dear. 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.

2.2 These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all 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. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our community.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

## 3. Aims and Objectives

The aims of our school curriculum are:

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- 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, computing and sciences
- to enable children to be creative and to develop their own thinking
- to teach children about their developing world; including how their environment and society have changed over time
- to help children understand Britain's cultural heritage
- to enable children to be positive citizens in society
- to fulfil the requirements of the National Curriculum
- to teach children to have an awareness of their own spiritual development, and to understand 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 be able to live and work co-operatively with others

### **4. Organisation and Planning**

- 4.1 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 our long-term plan on an annual basis.
- 4.1 With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We take our medium-term planning from the National Curriculum guidance documents. We use the national schemes of work for much of our medium-term planning in the other subjects.
- 4.2 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.
- 4.3 In the Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning.

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We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

4.4 At Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects than it does at Key Stage 1, and we teach these subjects separately. This means that, for example a child may concentrate in one term on a history topic, and then switch to a greater emphasis on geography in the next term. Over the six terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

4.5 We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. This is achieved by hosting regular Parent Forums on:

- All areas of learning from the Early Years Foundation Stage
- Key stage 1 & Key stage 2 curriculum
- Behaviour
- E-safety
- Assessment and tracking of pupils' progress

### **5 Children with Special Needs**

5.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

5.2 If a child has special needs, our school does all it can to meet them. We comply with the requirements set out in the SEN Code of Practice in providing for such children. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation.

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If a child's need is more complex, we consider making a referral to the appropriate external agencies for the assessment and support for the child. We always provide additional resources and support for children with special needs.

- 5.3 The school provides an Individual Education Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

### **6 The Foundation Stage**

- 6.1 The curriculum that we teach in the early years meets the requirements set out in Early Years Foundation Stage curriculum (DFG17). Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

- 6.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We maintain links with the pre-school providers in the area.

- 6.3 During the children's first term in early years, their teacher makes an assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child and each child's progress is tracked at the end of each term.

### **7. Key Skills**

- 7.1 The following skills are deemed 'key skills' :

- communication
- application of number
- working with others
- improving own learning and performance
- Problem-solving

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7.2 In our curriculum planning we highlight these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress. Our school believes that all children need to make good progress in these skill areas to develop their true potential.

### **8. Monitoring and Review**

8.1 Together we are responsible for monitoring the way the school curriculum is implemented and review each subject area in our bi-annual cycle of review and development.

8.2 The Head teacher is responsible for the day to day organisation of the curriculum.

### **9. Teachers with Responsibilities for Curricular Areas: (Jan 2017)**

Mrs C Hiller, Head teacher	Early Years Co-ordinator
Mrs S Dolman, Deputy Head teacher	P. E/Games/Science
Mrs J Swan	Maths
Miss C Pennington	Computing/RE/ History/PSHE
Miss N Montgomery	Literacy/Assessment
Mrs L Johnson	Special Educational Needs
Mr S Roberts	Art & Design Technology/Geography
Mrs B Ratchford	Modern Foreign Languages (French)
Mr M Burleigh	Music

### **10. The Role of the Subject Leader**

The role of the subject leader is to provide a strategic lead and direction to:

- support and offer advice to colleagues on issues related to the subject
- monitor pupil progress in that subject area
- Provide efficient resource management for the subject

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives.

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Each teacher reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

In the Foundation Stage we teach the seven curricular areas;

- **3 Prime Areas**  
Communication and Language, Personal, Social & Emotional Development, Physical Development
- **4 Specific Areas**  
Mathematics, Literacy, Understanding the World and Expressive Arts and Design.

In Years 1, 2, 3, 4, 5 and 6 we teach:

Literacy, Mathematics, Science, History, Geography, French, Computing, Art/Design, Music, PHSE, RE and Games

Each of the curricular areas referred to above has policy documentation to support it and a well-organised, motivated staff to deliver it.