



MARTON-CUM-GRAFTON
CE VA PRIMARY SCHOOL

Curriculum Policy

This policy has been reviewed by the Headteacher: Marie Louise Thirlaway

The Governing Body approved the policy: January 2017

The policy will be reviewed: Annually

Introduction

At Marton cum Grafton CE (VA) Primary School and Nursery, we follow the Primary National Curriculum 2014 and Early Years Foundation Stage Curriculum. This includes the core subjects of English, Mathematics, Science, Computing, Religious Education and Foundation Subjects of Design Technology, Art and Design, Geography, History, Physical Education, Music and Personal, Social, Health Education (PSHE).

Our approach aims to provide a stimulating environment which encourages proactive learners and inspires each child. We do this by developing a child-centred curriculum that is innovative, broad and varied, using a variety of teaching methods and learning styles.

Mission statement

To provide all children with an excellent opportunity to develop their unique educational, social and spiritual gifts in a supportive, Christian and academic environment.

Aims

- Provide stimulating environment which encourages proactive learners within an inspiring and appropriate curriculum for each individual child
- Ensure all children achieve their maximum academic potential
- Provide a safe, welcoming and rewarding environment
- Nurture the spiritual life of the individual and school community
- Help each child to take a responsible place in the wider community
- Promote equal opportunities for all regardless of race, gender, background or faith

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Organisation and planning

We teach maths and writing using the structured approaches of Talk for Writing and Maths No Problem both have practical starting points which help to develop language and understanding prior to application of skills.

Using cross-curricular topics enables our children to learn creatively. We emphasise firsthand experiences and benefit from the rich history and geography of our local area, by embedding our curriculum in the children's own environment. Exciting and memorable experiences are developed.

Wherever and whenever possible, we take our learning outdoors, engaging in fieldwork, outdoor pursuits and hands-on scientific enquiry. We plan opportunities to practice and consolidate mathematical knowledge and writing skills through our cross-curricular approach to learning.

As a Church of England School our curriculum is distinctive in promoting Christian values and the teachings of the Anglican Church. Studies are supported by first hand experiences such as visiting our village Church or other local Christian Churches and visits to other places of worship to widen pupils' knowledge and understanding of the wider world.

The curriculum and inclusion

All children in school have access to quality first teaching. Sometimes we identify children that need to have further support in order to help them learn. We offer a wide range of support to help support a child's learning and well-being. It may be that they only need extra support in one area of the curriculum. The class teacher will identify who needs extra support and how often they will receive it. The class teacher and/or Special educational Needs Co-ordinator (SENCO) will discuss with you how often your child receives extra support.

The School Governors also have a role in ensuring your child is supported where necessary. The Head teacher and SENCO report back to the Governing body regularly in addition to the SENCO meeting with the SEN Governor.

The Foundation Stage

Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the foundation stage class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with parents and pre-school providers to gather as much information about each child as possible.

Each term in the Foundation Stage class the teacher will assess the skills development of each child, and record this in the child's Learning Journey. This assessment forms an important part of the future curriculum planning for each child. (see Assessment Policy)

We are well aware that all children need the support of parents, guardians and the school staff to make good progress in school. This is reinforced through our Home-School Agreement and regular ongoing communications between home and school.

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 specific subject leader non-contact time when possible, 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 level. They review the way 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 progression is planned into schemes of work.

Monitoring and review

Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area during its bi-annual cycle of review and development.

There is a named governor assigned to each of the following areas:

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| Literacy | Lucy Taylor | Numeracy | Rory Cunningham |
| Science | Dominic Marshall | Computing | Dominic Marshall |
| EFYS | Georgina Bean | SEN | Jessica Mudd Diane Bainbridge |
| RE/Collective Worship | All Foundation Governors | | |

These governors liaise with the respective subject leaders, and monitor closely the way these subjects are taught. The Headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher monitors the weekly lesson plans for all teachers, ensuring 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 their subject is taught throughout the school. They examine 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.