



Windsor Park C.E. Middle School

Curriculum Policy

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Author: P Slack
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RM Staff
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1 Introduction

1.1 The curriculum is all the planned activities that are organised in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the pupils. It also includes the "hidden curriculum", or what the pupils learn from the way they are treated and expected to behave. We aim to teach pupils 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 are important in our school. The curriculum is the means by which the school achieves its objective of educating pupils in the knowledge, skills and understanding that they need in order to lead fulfilling lives (see current curriculum statement and vision/mission statement)

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

- We value the way in which all pupils 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 society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the pupils in our school.
- 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

3.1 The aims of our school curriculum are:

- to enable all pupils to learn and develop their skills to the best of their ability;
- to enable pupils to achieve their potential at key stages 2 and 3, with reference to prior attainment at Key Stage 1, Year 4 assessment data, baseline assessment and Year 5 reading ages.
- to promote a positive attitude towards learning, so that pupils enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach pupils the basic skills of literacy, numeracy and information technology (ICT);
- enable assessment and assessment for learning to be an integral part of the curriculum
- to enable pupils to be creative and to develop their own thinking;
- to teach pupils about their developing world, including how their environment and society have changed over time;
- to help pupils understand Britain's cultural heritage (see current curriculum statement); as a school we promote British values through:
 - **Democracy** – is promoted through the Senior Student Leadership Team (SSLT), a student council, student questionnaires and student voice forums.
 - **The rule of law** - visits from authorities such as the police and fire services, and reinforce the importance of the rule of law.
 - **Individual liberty** - is taught through e-safety and Learning for Life lessons that advise students how to exercise their rights and personal freedoms safely.
 - **Mutual respect** - The school ethos, behaviour policy and classroom/learning rules revolve around 'respect'; as a core value, and discussions and assemblies focus on what respect means and how it is shown.
 - **Tolerance of those of different faiths and beliefs** - A focus for each term promotes strong Christian values and permeates the school community.
- to enable pupils to be positive citizens in society;

- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education;
- to teach pupils to have an awareness of their own spiritual development, and to understand right from wrong;
- to help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable pupils 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 pupils. We review our long-term plan on an annual basis.
- 4.2 With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Often we take our medium-term planning directly from the guidance documents from the QCA but all planning is referenced to the National Curriculum.
- 4.3 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.
- 4.5 At Key Stage 2 the curriculum is subject based. IT is taught as a separate subject so that baseline skills are established. French is taught from Year 5. Each child has the opportunity to experience the full range of National Curriculum subjects at Key Stage 2. Personal targets are set in all subjects. Statutory Key stage 2 targets are set in year 5 in Mathematics, English and Science. Key Stage 2 SATs in English and Mathematics are taken at the end of year 6. In exceptional cases, the curriculum can be disapplied for a small minority of pupils.
- 4.6 At Key Stage 3 the curriculum is subject based. All subjects are continued from KS2. Time allocation increases in French. All pupils are given annual targets in each subject. In exceptional cases the curriculum or part of it can be disapplied for a small minority of pupils.
- 4.7 All pupils receive 25 hours of taught curriculum per week as well as 3 x 25 minute sessions of accelerated reader per week.

5 Pupils with special needs

- 5.1 The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual pupils, then we do so only after the parents of the child have been consulted.
- 5.2 If a child has a special need, we do all we can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for pupils with special needs. 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. Some pupils are identified as needing additional intervention. The SENCO deploys staff and resources to support those pupils in order to meet the child's needs within the normal class organisation. If a child's need is more severe, a child may have a statement of special needs, and we involve the appropriate external agencies when making this assessment. We try to provide additional resources and support for pupils with special needs wherever we can but this will be limited by financial issues that may be outside the control of the school.
- 5.3 The school provides an Individual Educational Plan (IEP) for each of the pupils who are on the special needs register. This sets out the nature of the special need, and outlines how the schools 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. The SENCO has an overview of these targets and may add others. Targets for statemented pupils are also set in this way. Wave 1 and Wave 2 interventions for pupils with additional needs are based in the classroom with appropriate curricular activities. Wave 3 intervention involves specialist input into the curriculum, often outside the classroom in small groups.

6 The role of the subject leader

6.1 The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- 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.

6.2 Each subject leader 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.

7 Monitoring and review

7.1 The Governing Body takes its role in monitoring and scrutinising standards seriously. Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its annual cycle of review and development. The SEF (Self Evaluation Form), completed by the Headteacher in consultation with stakeholders (including Governors) forms the basis for information and review of the curriculum

7.2 The Headteacher and SLT monitor plans through formal discussion with subject leaders, taking advice from subject consultants and LLE. There is a cycle of monitoring and evaluation by SMT SLT, KS directors and subject leads. This contributes to the school SEF which is reviewed termly by the Headteacher.

7.3 There are named governors for all NC subjects, English, Mathematics, ICT and Special Needs. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects. There is a cycle of curriculum presentations to Governors, with follow-up observations. Progress within the curriculum is monitored and tracked by teachers and this is reported and monitored by governors to ensure that pupils are reaching their potential (see Link Reports).

7.4 The headteacher is responsible for the day to day organisation of the curriculum.

7.5 In partnership with a link member of SLT, 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 and a detailed Quality Assurance takes place each term. Self-review is an essential part of curriculum review. Subject leaders also have responsibility for monitoring the way in which resources are chosen to help in the delivery of the curriculum, how they are acquired and managed.