

## Curriculum Policy

We believe that the curriculum at Inkpen Primary School should be:

- Exciting
- Fun
- Engaging
- Challenging
- Flexible

It should also:

- Support children to be keen and interested and have a sense of enquiry
- Support children to reach their potential in all areas - physical and mental
- Involve many opportunities for out of classroom learning
- Develop a sense of citizenship
- Develop independence
- Develop creative thinking and the use of their imagination
- Be safe

Our ethos & values were central to the writing of this policy and we believe that this vision should be apparent in all areas of the curriculum. We particularly believe in the impact that the arts, music and sport can have on the confidence and development of children in all areas of the curriculum.

Children are grouped by age into different classes but a child should not be constrained by their year group within that class. Children's learning should be based on prior attainment and experience linked to an appropriate level of challenge to move their learning forward. Teachers should differentiate lessons to meet the needs of each child, including those with Special Educational Needs & Disabilities (SEND) or who have been identified as more able, gifted or talented (A, G & T) and pupils should know what they are going to learn and how they will be successful in achieving this.

The curriculum will be based on the statutory elements and non-statutory guidance of the National Curriculum and National Primary Strategy for Maths and English (non-statutory) and the Locally Agreed Syllabus for R.E. Subjects taught are:

- *English*
- *Maths*
- *Science*
- *Computing*
- *Physical Education (PE)*
- *Religious Education (RE)*
- *Design and Technology (DT)*
- *Music*
- *Art*
- *History*
- *Geography*
- *French - Modern Foreign Language (MFL) Y3 - Y6*
- *Personal, Social and Health Education (PSHE)*

All subjects will be taught across each year ensuring a balance over time. English and Maths will be taught predominantly in the mornings as we believe that this is when children are most alert. Each child will receive a minimum of two hours P.E. per week balanced across each year. Other subjects will either be taught individually or grouped with like aspects of complimentary subjects as appropriate (*see Curriculum Plan*).

As much as possible, subjects will be grouped to create topics around a theme and meaningful cross-curricular links created with Literacy and Numeracy to allow children to use developing skills. *E.g. Letter writing in history, calculating distance in Geography.*

Teachers will have the flexibility to adapt the curriculum to take account of local, national or global events or through whole school topics *e.g. the Olympic Games, The Royal Wedding.*

Teachers, through discussion with the Headteacher, will also have the flexibility to amend the curriculum to meet the specific needs of each cohort or group.

Assessment of Literacy and Numeracy skills will also be undertaken when assessing children's ability to naturally apply previous learning through other curriculum areas

The curriculum should support the development of independence and self-expression to allow children the freedom to enhance their own learning.

Regular opportunities to take learning out of the classroom in all curriculum areas should be used to enhance the experience of children, promote self-directed learning and support the development of awe and wonder in the world about the children.

The curriculum and standards Committee regularly monitor the curriculum through dialogue with the Head Teacher, staff and children and termly governor visits

Delivery of the curriculum must always pay due regard to Health and Safety and Safeguarding. Risk Assessments must be carried out before any visit or school-based activity outside the every day experience is undertaken (*see H & S, Safeguarding and Educational Visits policies*).

Assessment of Reading, Writing and Numeracy will be through Assessing Pupil Progress (APP) and through reflection on success criteria linked to learning objectives in all lessons. Cognitive Ability Tests (CATs) will also be used to underpin professional judgements on achievement and attainment across the curriculum.

The school will encourage a strong involvement by parents and carers through involvement in topics, homework and by encouraging wider visits to support in-school learning.

Individual subject policies will be regularly reviewed by staff. Changes will be recommended to the Curriculum and Standards Committee and appended to this policy.

This policy will be reviewed Bi-annually.

**First agreed 22.03.11 to replace previous Curriculum Policy**

Reviewed October 2011, February 2015