

Curriculum Policy

The ethos & values of our school are 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.

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 and British Values
- Develop independence
- Develop creative thinking and the use of their imagination
- Prepare children for the next stage of their education, whatever that may be
- Be safe

Children are grouped by age into different classes. Children's learning is based on prior attainment and experience linked to an appropriate level of challenge to move it forward. Teachers 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 know what they are going to learn and how they will be successful in achieving this.

The curriculum is based on the statutory elements and non-statutory guidance of the 2014 National Curriculum 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 are taught across each year ensuring a balance over time. English and Maths are taught predominantly in the mornings as we believe that this is when children are most alert. Each child receives a minimum of two hours P.E. per week balanced across each year. Other subjects are taught individually or grouped with like aspects of complimentary subjects as appropriate (see *Curriculum Plan*).

As much as possible, subjects are 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 have the flexibility to adapt the curriculum to take account of local, national or global events or through whole school topics *e.g. during themed weeks*

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

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

The curriculum supports the development of independence and self-expression allowing children the freedom to enhance their own learning.

Regular opportunities to take learning out of the classroom in all curriculum areas are 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.

Delivery of the curriculum always pays 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 is judged against curriculum learning statements and through reflection on success criteria linked to learning objectives in all lessons. More formal testing takes place on a termly basis to help support professional judgements on achievement and attainment across the curriculum. These include

- Reading, Spelling & Number Ages - Termly
- NFER and old SATS tests for Y3-6 in Reading & Maths Twice Yearly
- PUMA Maths testing for all year groups - Termly

The school encourages 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 Governors 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 Reviewed & Updated February 2017

Reviewed & Updated March 2019, Reviewed March 2019