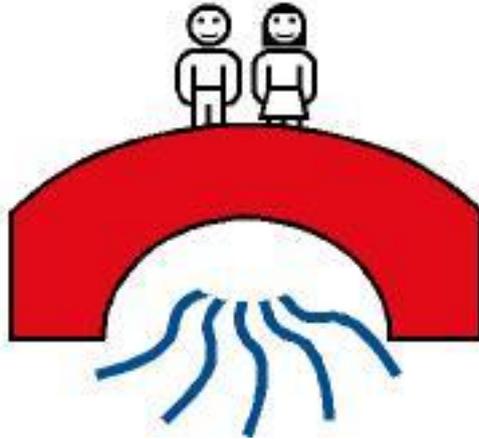


# Loddon Primary School



## Curriculum Policy

Author: Senior Leadership team

Committee responsible: Curriculum Committee

Date of last review: January 2015

Date of next review: January 2017

Authorised on 21/1/15 (date)

\_\_\_\_S Phillips\_\_\_\_(signature)

Sarah Phillips

Headteacher

\_\_\_\_John Brady (signature)

John Brady (name)

Committee Chair

## Curriculum Policy

**'Working together to realise the potential in everyone.'**

At Loddon Primary School we recognise that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability. Our curriculum is also planned to promote the spiritual, moral, cultural, mental and physical development of our pupils and to prepare them for the opportunities, responsibilities and experiences of later life.

The curriculum comprises all learning and other experiences that our school plans for its pupils. The National Curriculum and Early Years Foundation Stage Curriculum are taught at Loddon Primary School and form one significant part of our school curriculum. Our curriculum meets all statutory requirements.

Our curriculum content, organisation and documentation is continually under review in order to fulfil legislative requirements and the changing needs of the school as well as to ensure that the curriculum we offer supports our school's journey to Outstanding.

### **Mission**

We never underestimate the central importance of a quality education and set high expectations for all our staff and pupils. We see it as our core purpose to ensure that the highest standards of teaching and learning are central to all we do.

### **Aims**

In planning for the curriculum we keep in mind our school aims.

- Be a thriving school with a family ethos, where all will flourish with pride, belonging and contentment.
- Give each child the skills and values that will enable them to be successful in the modern world.
- Ensure that the highest standard of learning and teaching are central to everything we do.

### **Curriculum Content and Organisation**

The curriculum is taught throughout the school through integrated themes which follow a 2 year cycle and where appropriate additional discrete subject teaching is offered outside of these themes. Units of work are planned usually over half a term's duration.

In addition to the National Curriculum and Early Years Foundation Stage Curriculum Religious Education is taught across the school. The RE scheme of work follows the Pan-

Berkshire Agreed Syllabus for RE and draws on the recommended Pan-Berkshire teaching resource 'Discovery'.

Personal, Social, Health and Economic education is also planned into our curriculum and in particular teachers use resources from 'Values Education' and 'Go Givers' a national educational citizenship programme to plan content.

The school currently teaches French in Years 3-6 as its modern foreign language.

In the Early Years Foundation Stage the curriculum is planned to deliver the seven areas of learning and development: communication and language, physical development, personal social and emotional development, literacy, mathematics, understanding the world and expressive arts and design.

### **Teaching groups, class sizes and grouping by ability**

Within Foundation Stage taught sessions are generally arranged in groups determined by age e.g. FS1 or FS2 groupings. Occasionally for sessions such as phonics teaching some decisions around groupings will be in relation to the child's stage of development and children of different key groups may be taught together as appropriate to their current learning needs. All child initiated play sessions are planned in mixed age groups.

In year 1-6 pupils are placed in class groups of 30 and work in these groups for the vast majority of teaching times. Planned differentiation ensures appropriate support and challenge within these class groups. On occasion for phonics and Guided reading activities children may be taught across class groups or Key Stage where this is particularly needed to support progress.

If it is felt by teaching staff to be in the best interest of children's learning outcomes then teaching groups may on occasion be organised across a year group by ability. This is more likely to be the case in Year 6 as the children prepare for their transition to secondary school.

### **Access and Entitlement**

We value the diversity of individuals within the school and set high expectations for all staff and pupils.

All children have equal access to the curriculum and are treated fairly regardless of race, colour, nationality, ethnic or national origin, religion or belief, gender, disability, sexual orientation, gender reassignment, age or socioeconomic background.

### **Roles and Responsibilities**

- The Head teacher holds overall responsibility for leading the development of a broad, challenging and diverse curriculum and wider school life, offering opportunities for learning and experiences over and above the National Curriculum.
- The Assistant Head teacher coordinates the Integrated curriculum.
- Curriculum coordinators are responsible for auditing resources, managing the curriculum budget (alongside the Head teacher), purchasing resources, and monitoring standards of teaching and learning in their allocated subject area.
- The assessment coordinator leads staff in the use of formative and summative assessment, data analysis and target setting across the curriculum.
- The Inclusion Leader ensures that pupils with specific learning needs have access to the curriculum.
- The Gifted and Talented coordinator ensures that pupils with a particular talent in any curriculum area are suitably challenged and that work is at an appropriate level for their needs.
- The Governors monitor the success of the curriculum at committee level through termly curriculum reports.

This policy will be reviewed in January 2017 or as legislative changes require such a review.