



Policy on Curriculum

(see also Special Educational Needs)

1 Introduction

- 1.1 Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum and the Early Years Foundation Stage Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.
- 1.2 We endorse the aspirations concerning the curriculum that are set out in the DfES document Excellence and Enjoyment 2003, and we seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. **We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.**

2 Values

- 2.1 The Local Community Governing Body of Alexandra Infant School and Junior School is committed to providing a broad, balanced and rich curriculum that is purposeful and challenging and takes place in an exciting, fun and adventurous environment. To enable this to happen we will nurture each child to flourish in a safe, happy and caring setting. By putting the needs of our children first, at the forefront of everything we do, we will provide quality learning experiences in a place which ensures that all children have the opportunity to achieve their full potential. In doing so we are committed to meeting the needs of all of our children- intellectual, spiritual, emotional, physical, social and cultural. The curriculum will be accessible to all pupils, free of discrimination of any sort- always focussed on the well-being of our children. We promote the values of **RESPECT: Responsibility, Equality, Safety, Participation, Excellence, Community and Trust** by highlighting and modelling them always so that our children have a good understanding of their importance in school and everyday life. At our schools, we value our children as individuals and our strength is rooted in the diverse and collaborative community we serve. This includes our children, parents, staff and governors.

Our vision is to become a school of excellence where everyone has a thirst for learning and has the opportunity to use their natural curiosity and enquiring mind to ask questions, find the answers and to share what they have learned with others.

Our Aims:

1. To place inspirational teaching and learning at the heart of everything we do. To deliver a high quality teaching and learning experience for all pupils that is focused on accelerated progress and high standards for all.
2. To provide excellent pastoral care, ensure that our children enjoy school life, learn effectively and become confident future citizens with a positive outlook on life and a strong moral compass.
3. We want our children to have aspirational goals and to be unafraid to follow their dreams.
4. We aim to foster good team work and positive partnerships with children, parents, staff and partners in the New Guild Trust, governors within the local and global community.
5. To secure strong parental engagement, by promoting the confidence and engagement of parents and carers in the education of their children, their personal development, welfare and positive attitudes to learning.
6. Governors and all leaders of the school community have the highest expectations; support, challenge and ensure accountability at all levels.

We therefore encourage the children to:

- Excel
- Embrace themselves,
- Explore the World,
- Express themselves
- Engage with others.

The five E's are threaded throughout the curriculum as we want every child to be successful; to reach for success from the very first day they join us and throughout their school lives so that when they leave us, they have a love of learning for the rest of their lives.

3 Alexandra Promise

3.1 At Alexandra Infants' and Junior school as part of our curriculum we are committed to the Alexandra Promise, which sets out activities for our children to experience in every year group. (See Appendix 1)

4 Organisation and planning

- 4.1 We plan our curriculum in two 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 children. We review this long-term plan on an annual basis.
- 4.2 Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. As we have adopted the National Literacy and Numeracy Frameworks for our school, we take our medium-term planning directly from the guidance documents. We also use the national schemes of work for much of our medium-term planning in the foundation subjects.
- 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.
- 4.4 We adopt a topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and EYFS and there is planned progression in all curriculum areas.
- 4.5 We recognise that children learn at different rates and sometimes have curriculum needs that come from an earlier or later curriculum stage. Some pupils in Year 1, for example,

continue to follow a Foundation Stage curriculum within Year 1 until they are ready to move onto the National Curriculum.

5 The curriculum and inclusion

- 5.1 The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted.
- 5.2 If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.
- 5.3 The school provides an Individual Educational Plan (Pupil Passport) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The Pupil Passport also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.
- 5.4 Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect from 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

6 The Foundation Stage

- 6.1 The curriculum that we teach in our Nursery and Reception classes meets the requirements set out in **the revised National Curriculum at Foundation Stage, and the guidance produced in 2002**. Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.
- 6.2 Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in F2 builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.
- 6.3 Each term in F1 and F2, the practitioners assess the skills development of each child, and record this in the Foundation Stage Profile booklets. This assessment forms an important part of the future curriculum planning for each child.
- 6.4 We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

7 Key skills

- 7.1 The following skills have been deemed 'key skills' in the revised National Curriculum:
 - communication;
 - application of number;

- information technology;
- working with others;
- improving one's own learning and performance;
- problem-solving.

7.2 In our curriculum planning, we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

8 The role of the subject leader

8.1 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.

8.2 The school gives subject leaders some time each term, 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 levels. They review the way in which 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 EYFS and National Curriculum, and sees that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

9 Monitoring and review

9.1 Our governing body's curriculum committee is responsible for monitoring the way in which the school curriculum is implemented. This committee reviews each subject area on a cyclical basis.

9.2 There is a named governor assigned to each of the following three areas: English, Maths and Computing. These governors liaise with the respective subject leaders, and monitor closely the way in which these subjects are taught. There is also a named governor assigned to special needs, who liaises with the SEND lead, and monitors the ways in which special needs are addressed.

9.3 The Headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher and Senior Management Team monitor the planning files of all teachers, ensuring that all classes are taught the full requirements of the Foundation Stage Curriculum and the National Curriculum, and that all lessons have appropriate learning objectives.

9.4 Subject leaders monitor the way in which 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 an allocated budget each year to purchase resources and have the responsibility for monitoring the way in which resources are stored and managed.

9.5 This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

Appendix 1 (Alexandra Promise)

Reception Activity

1. Visit a farm
2. Paint a self portrait
3. Plant some bulbs and watch them grow
4. Go on an autumn walk
5. Make leaf rubbings
6. Make a sandwich
7. Taste a new fruit
8. Visit a place of worship
9. Fly a kite
10. Make a paper boat and see if it floats
11. Perform a song
12. Re-tell a story to an audience
13. Post a letter
14. Hunt for a minibeast
15. Search for butterflies outdoors
16. Take a photograph
17. Make a treasure map
18. Dress up like a pirate
19. Look up where you live on a map
20. Have a teddy bears picnic
21. Visit a library
22. Play in the snow
23. Hatch a chick
24. Dress up as a superhero

Year 1 Activity

1. Record different sounds and ask others to guess what they are
2. Make some biscuits
3. Make and taste chapattis
4. Make a puppet
5. Put on a shadow puppet show
6. Borrow a book from a library
7. Discover what is in a pond
8. Create a piece of art for an exhibition
9. Visit a museum
10. Perform a dance
11. Create a class collage
12. Create a comic strip
13. Take part in a play day
14. Roll down a hill
15. Make a daisy chain
16. Join an extra-curricular club
17. Build a den
18. Perform in front of your class
19. Write a weather report for your class
20. Walk to a local landmark

Year 2 Activity

1. Plan a party
2. Play a board game
3. Learn a poem off by heart
4. Take a trip to the seaside or walk alongside a river
5. Bake a cake
6. Buy something and check your change
7. Become a nature detective
8. Start a vegetable patch – Plant test grow
9. Pick blackberries
10. Get soaking wet in the rain
11. Go bird watching
12. Learn a French song
13. Walk barefoot on the sand or on a nature trail -
14. Start a collection and share it with your class
15. Make a mask
16. Play pooh sticks
17. Climb up a huge hill
18. Catch a falling leaf
19. Go on a hunt for some insects or small creatures
20. Make a home for an insect or small creature

YEAR 3 Activity

1. Compose a piece of music
2. Eat something you've not tried before
3. Design and make a board game
4. Climb a tree
5. Make a musical instrument
6. Light a candle
7. Learn a new game
8. Make something out of wood
9. Learn to play a game of cards
10. Tell your class about your favourite character from a book
11. Eat something you have grown
12. Write in hieroglyphics
13. Explore inside a cave

YEAR 4 Activity

1. Create a display for show and tell
2. Write and perform a poem
3. Perform in a play
4. Watch a play or a dance production
5. Use a camera to document a performance
6. Choreograph a dance
7. Make a sculpture
8. Create a sculpture trail
9. Walk through a forest
10. Learn about a new religion and visit a new place of worship
11. Make up your own game and teach it to someone
12. Visit a museum or art gallery
13. Skim stones
14. Visit a castle
15. Learn to sew on a button
16. Go hiking
17. Take part in a treasure hunt

Year 5 Activity

1. Take part in a debate
2. Learn something new about your local area
3. Learn to moon walk
4. Make and launch an air powered rocket
5. Use an OS map
6. Go orienteering
7. Do a blind folded taste test
8. Write a story for the Reception class
9. Make a large scale model
10. Visit a science laboratory
11. Write a play

12. Put on a performance
13. Make papier mache volcano
14. Climb something that is taller than you
15. Walk to the top of a hill
16. Pick litter in your local area
17. Plan and cook a meal
18. Cook outdoors
19. Stay away from home for a night
20. Sleep under canvas
21. Make chocolate
22. See the sun set
23. See the sun rise

Year 6 Activity

1. Keep a diary for a week
2. Take a trip on a train Stafford park.
3. Send an email
4. Challenge you self with a new skill
5. Write a speech
6. Vote in a school election
7. Plan a tour around your local area
8. Interview someone
9. Visit a local charity and find out how you can support them
10. Learn how to access the news
11. Design a product or business idea and pitch it to 'investors'
12. Choose objects to put in a time capsule
13. Write and record/broadcast a radio play
14. Make a dessert
15. Organise tea for parents and carers
16. Go on a picnic
17. Make a pinhole camera
18. Produce rubbings of fossils
19. Design and make an electric model
20. Make a film
21. Take part in a Roman banquet
22. Create a mosaic
23. Create a soundtrack for a piece of film
24. Try yoga
25. Stay away from home for a night