

Curriculum Policy

Jigsaw Partnership Curriculum Policy

“We believe that learning is an enjoyable, life-long process through which everyone can achieve their potential and exceed expectations. We will challenge and support our pupils to do their very best by providing an extensive range of learning experiences beyond the statutory requirements.”

Rationale

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within the Jigsaw Partnership. The policy aims to take into account diversity and provide equality of opportunity.

Introduction

The 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, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the ‘hidden curriculum’, or what the children learn from the way they are treated and expected to behave. We aim to teach children 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.

Values

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

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

We value the way in which all children 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 children 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.

Aims and objectives

The aims of our school curriculum are:

to enable all children to learn and develop their skills to the best of their ability, regardless of gender and social background;

to promote a positive attitude towards learning, so that children enjoy coming to school, enjoy their learning and acquire a solid basis for lifelong learning;

to teach children the basic skills of English, Maths and Computing (ICT);

to enable children to be creative and to develop their own thinking;

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to teach children about their developing world, including how their environment and society have changed over time;
to help children live healthy lives and make sensible life style choices;
to enable children to be positive citizens in society;
to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
to fulfil all the requirements of the National Curriculum (September 2014), the EYFS Framework and the Locally Agreed Syllabus for Religious Education;

Organisation and planning

In the Jigsaw Partnership we teach, where possible, through class topics and child-led enquiry. This involves careful planning to ensure we meet the requirements for the National Curriculum. Maths is taught as a discrete subject, although it may involve cross curricular elements.

We plan our curriculum in three phases:

Phase 1: We agree a long-term plan for each key stage. This indicates which curriculum objectives will be covered and through which topic they will be taught. Three of the topics per year are planned across the partnership and the other three are led by the children's interests. We review our long-term plan on an annual basis.

Phase 2: Our medium-term plans detail how we will cover the curriculum objectives over the course of the enquiry topic and may include planning for trips and visits.

Phase 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 and success criteria for each session, and to identify what resources and activities we are going to use in the lesson.

Please also see EYFS framework.

Monitoring the Curriculum

Our governing body is responsible for **monitoring** the way the school curriculum is implemented.

The **Headteacher** will ensure that:

- all statutory elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of information and communications technology
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum
- the procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with school or national expectations, and what is required to help them improve

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- the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- the governing body is advised on statutory targets in order to make informed decisions.

It is the responsibility of the Headteacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended.

Teachers and Teaching Assistants will ensure that:

- the school curriculum is implemented in accordance with this policy.

Subject leaders will ensure that:

- Update red portfolio with evidence termly e.g. planning, work, photos, moderation
- Write a termly evaluative report (use Curriculum diary notes for guidance) to provide a strategic lead and direction for the subject
- Monitor pupil progress in that subject area. Literacy and Maths leads analyse data with rigour
- Provide efficient resource management for the subject and offer support and advice to colleagues

The governing body will ensure that:

- it considers the advice of the Headteacher when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- National Curriculum test and teacher assessment results are published in the school profile and progress towards meeting agreed targets is described
- parents and carers receive timely reports on the progress of their child against clearly defined expectations
- it participates actively in decision-making about the breadth and balance of the curriculum
- staff understand that political issues must be presented to pupils in a balanced way.

The governing body will receive an annual report from the Headteacher on:

- the standards reached in each subject or groups of subjects, by every year group, against national averages and similar schools
- the standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks
- the standards achieved by pupils with special educational needs and groups deemed to be vulnerable
- the number of pupils for whom the curriculum was disapplied, the arrangements which were made, how pupils and parents/carers were informed, how progress was monitored, the progress made by those pupils
- the evidence of the impact of external intervention and support and national strategies on standards
- the views of staff about the action required to improve standards
- the nature of any parental complaints.

The Headteacher is responsible for the day to day organisation of the curriculum.

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The Senior Leadership Team ensures through monitoring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives and success criteria.

Subject leaders monitor the way their subject is taught throughout the two schools. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Reviewed: Spring 2015

Review due: Spring 2018

Signed: _____ (Headteacher)

Signed: _____ (Governors)

This Policy has been Equality Impact Assessed