

Old Dalby Church of England Primary School



Curriculum Statement

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Mission Statement

We will maximise opportunities for each individual to reach their full potential, through co-operation and team work within a stimulating and supportive learning environment.

TOGETHER WE WILL

Aims of the school

Old Dalby school is a partnership of teachers, support staff, governors, parents, the church and interested friends from our community, working together to provide the best possible education and environment for our pupils.

To help us achieve this aim, we provide a friendly, attractive and caring environment which encourages our children to take a positive and responsible attitude to both work and behaviour, within a Christian ethos of care, value, acceptance and respect.

It is our aim to provide children with not only their National Curriculum/EYFS entitlement but also broader experiences and enrichment activities as well as opportunities for worship and reflection, which will foster the interests and abilities of each child and enhance their spiritual, moral, social and cultural development.

To nurture a Christian ethos and culture where each child truly believes that if they aim high, dream big and try hard then their achievement will soar.

Curriculum Statement

Old Dalby C of E Primary School is committed to meeting the requirements of the primary National Curriculum.

Our schemes of work reflect the content and challenge of the curriculum. Teachers have received training in key areas of curriculum change and are ready to provide outstanding curriculum provision.

The curriculum will be taught with the consideration of the needs of all learners. Our curriculum is exciting and will inspire children to nurture a passion for learning.

Staff and governors believe that each child should have equal access to a rich, broad, balanced and differentiated curriculum.

Rationale

Education influences and reflects the values of society, and the kind of society we want to be. It is important therefore, to recognise a set of common values and purposes that underpin the curriculum at Old Dalby C E Primary and enable the school to achieve its aims.

Our School and Christian Values are:

Community, Democracy, Love, Honesty, Strength, Courage, Teamwork, Friendship.

These are the key traits and learning behaviours we want pupils to develop:

- Curiosity;
- Risk taking;
- Responsibility for own learning;
- Perseverance;
- Pride;
- Collaboration;
- Initiative;
- Problem solving;
- Reasoning;
- Reflectiveness;

5. Purpose

The curriculum will be used as a tool for promoting a healthier lifestyle for pupils. We support the Healthy Schools and Change 4 Life programmes.

The curriculum will be used to increase pupils' knowledge, skills and understanding as they grow and develop and become more aware of the world around them – local and global.

The curriculum will be carefully planned and structured to ensure that learning is continuous, and that pupils make good progress with the development of their learning;

The curriculum will engage the children's interest, encourage, develop enquiring minds and motivate them to want to learn; it will link to topical issues if appropriate.

It will be exciting and offer pupils first-hand experience to re-enforce their learning and underpin their growing knowledge, skills and understanding; it will include:

- Theme/house group days and enrichment activities;
- High School links e.g. languages, food technology;
- Sporting and other events with local schools and School Sports Partnership;
- Yr3/Yr4 and Yr5/Y6 residential trips.

The curriculum will encourage children to develop creativity and support their development in becoming independent individuals.

The curriculum will develop skills that give children confidence to succeed and will promote multiple intelligences – e.g. body, people, nature, number etc.

The curriculum will be used to develop:

- E-safety skills
- Extended writing skills
- Vocabulary and reading enrichment e.g. reading incentive displays
- Physical Education skills

- Peer tutoring/coaching skills - e.g. Y6 working with foundation stage, Peace Pals
- Creativity and resourcefulness
- Our Christian Values, especially responsibility towards themselves, others and the local and wider community

6. Broad Guidelines

6.1 Planning

The Reception Year follows the DFE Curriculum Guidance for the Foundation Stage which includes seven areas of learning:

- Personal, social and emotional development;
- Communication & language;
- Physical development;
- Literacy development
- Mathematical development;
- Understanding the world;
- Expressive arts & design.

Year 1 to Year 6: pupils are taught:

The National Curriculum 2014; Programmes of Study for the subjects of the National Curriculum are used as the basis for the long term and medium term plans.

- The teaching of RE follows Leicestershire and Leicester Diocese's agreed syllabus for RE. Parents may exercise their right of withdrawal from religious worship and instruction.
- Cross-curricular links will be made between subjects where appropriate and the cross curricular themes including Citizenship, and PSHE (Personal, Social and Health Education) are planned for within the curriculum.
- An extensive range of high quality resources including ICT will be used to underpin the curriculum.
- Homework, relevant to each year group, will be set, to link the curriculum with learning at home.
- All children in key stage 2 are taught German and a tuned music instrument
- From Reception through to Year 6, opportunities will be taken to extend the curriculum beyond the statutory requirements through the use of educational visits out of school, parents, visitors, musicians, and through the use of the school grounds, the locality and the wider environment.

6.2 Delivery

The school day provides a weekly teaching time of 25 hours for KS2 and 23 hours and 45 minutes for EYFS/KS1. The curriculum is planned in such a way that it can be delivered over 38 weeks.

All lessons are taught in mixed ability groups throughout the school. All aspects of the curriculum are taught in classes according to age/ability, with differentiation as appropriate.

6.3 Assessment

See separate assessment policy.

6.4 Reporting on pupil attainment

All work carried out by the children is monitored and evaluated.

All pupils receive an end of year report in the summer term.

Parents are invited to Parent Consultation meetings in the Autumn and Spring terms. In addition, meetings with teachers can be arranged by making an appointment through the school office.

The Governing Body receives regular reports on pupil attainment compared to the national picture, and pupils' prior attainment.

7. Roles and Responsibilities

The Headteacher takes overall responsibility for the curriculum. Subject leaders monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies. Opinions relating to the curriculum are sought from parents through informal feedback, from pupils through the class councils and prefect meetings, and from staff and governors at their regular meetings.

8. Provision for pupils with Additional Educational Needs and more able students.

Teachers plan to meet the needs of such pupils by ensuring learning is focused on individual pupils' needs and abilities. Outcomes from day to day assessment enable teachers to set targets which reflect individual pupils' skills, abilities and potential. In line with DFE guidance, the school has developed a model of intervention for children experiencing difficulties in literacy or mathematics based on three waves:

- **Wave One:** The effective inclusion of all pupils through quality first teaching across the curriculum.
- **Wave Two:** Rapid intervention sessions, these take place on the same day as the lesson a pupil found difficult. They are led by either the teacher or LSA and focus on key objectives. These sessions are no longer than 20 minutes.
- **Wave Three:** Specific targeted intervention for pupils identified as requiring special educational needs support.

More able children are identified and tracked in accordance with our more able policy. Their knowledge and understanding of subjects is deepened and they are encouraged to explore and question.

9. Sex and Relationship Education (SRE)

The Governing Body has an agreed policy for SRE which is implemented throughout the school. Parents of pupils in Year 5 and Year 6 are given an opportunity to preview the DVD used as the basis for the sex education programme. Those parents wishing to withdraw their children from these lessons are given the opportunity to do so.

10. Spiritual, Moral, Social and Cultural Opportunities

All staff are committed to using every opportunity to link learning, behaviour and attitude to our school values and to developing pupils' character.

11. Self-esteem and Self-worth We aim to develop the self-esteem of each child through the positive:

- ethos of the school;
- management of pupil behaviour;
- relationships between everyone involved in the school;
- encouragement of learning how to learn.

12. Extra-curricular activities

A wide range of activities are offered through our before and after school club provision.

13. Conclusion

Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos.

14. Other documentation which supports this policy

- Teaching and Learning Policy
- Early Years Policy
- Individual Subject Policies
- Special Needs Policy
- Monitoring Policy
- Marking policy
- Assessment Policy
- Homework Policy
- Sex and Relationship Education Policy
- Equal Opportunities Policy
- Rolling Programme

- E Safety Policy
- School Improvement Plan
- Internal monitoring documents including Subject Leader Files
- SMSC Policy