



Curriculum Policy

Rationale:

Our curriculum should enable children to develop a sense of enquiry, a strong motivation to find out and to know more, to try hard and do better. It should encourage them to raise questions, investigate possibilities, solve problems, communicate, collaborate and form opinions.

At Shefford Lower School all children have the opportunities and experiences to develop their individual abilities and talents through access to a broad and balanced curriculum, which provides the full National Curriculum enriched by varied, high quality extra-curricular activities. Children develop their skills in English, maths and computing across the whole curriculum. The curriculum develops children's skills for learning, preparing them well for the next stage in their education.

This policy should be read in conjunction with the following policies:

- Learning and Teaching
- Assessment and Reporting
- Marking and Feedback
- Most Able Children
- Inclusion
- Equality

Principles:

- The school's values are promoted across the curriculum.
- Children access the full Early Years Foundation Stage or National Curriculum, enriched through a variety of visits, visitors, theme days and clubs.
- Children access the whole curriculum so that they can excel in areas of ability/ talent and make good progress with their learning.
- The curriculum will be tailored wherever possible to provide individualized provision for children who cannot access the whole school curriculum.
- The curriculum is engaging and interesting and motivates children to learn.
- All children are appropriately challenged through differentiated levels of challenge and support and through planned differentiated activities.
- Assessment for learning supports children's involvement with their learning and progress.
- Safety Education is promoted at every opportunity across the curriculum so that children learn to keep themselves safe.

Organisation:

- Children are taught in mixed ability, mixed gender classes.
- When appropriate to meet children's needs, children may be grouped by ability for specific aspects of the curriculum or for interventions e.g. more able problem solving group/ phonics groups/ 1st Class Maths.
- English and mathematics are taught through subject specific lessons in all year groups.
- Phonics are taught in designated sessions through the week in each KS1 class. Phonics intervention is provided for children who are not making expected progress.
- Children are heard read one to one or in guided reading groups, a minimum of twice a week in school. One of these sessions will be with a member of school staff. Teachers will ensure they hear children read once a fortnight in order to assess and enable progression.
- Children not making progress or who have an Individual Provision Plan for reading will read daily in school to an adult, and to their teacher at least once a fortnight.
- Children are taught calculations according to the school's agreed calculation policy.
- Children's skills are developed through a topic approach to the curriculum and there are many opportunities for children to apply their English, Maths and computing skills in different contexts/subjects.
- Annotations on planning detail inclusion/ differentiation to challenge all children appropriately.
- There is planned progression within subjects.
- Opportunities for children's learning to be supported by specialist teachers in French, Music, PE are maximised.
- Children develop an awareness of other languages from the Early Years and are taught French in years 3 and 4.

Environment

- The learning environment is calm and promotes purposeful learning.
- Classrooms are resourced so that children can become increasingly independent and have more influence over their learning.
- There are specialist teaching areas for ICT, Library and outdoor learning.
- Classrooms and learning areas are vibrant. Displays are used to promote and support learning and value children's work.

Skills:

The curriculum is planned using a progression of skills to ensure continuity of development for children in each subject. In addition to the skills children develop for each subject, the following skills are encouraged and developed across the curriculum and through other opportunities in the life of the school:

Reading, writing, communication (including the use of technology) and mathematical skills are recognised as critical for children's success in the future and are a key focus.

The following skills are also developed across the curriculum;

- Collaboration, teamwork, independence, leadership
- Question raising, exploration, investigation, problem solving
- Organisation, reflection, planning, evaluation

Leadership:

Each subject is led by a Subject Leader. Subject Leaders for the National Curriculum and for early Years are opaired up, with joint responsibility and accountability for continuity and progression in learning across the subject.

Individual Needs/ Equality:

- Children are happy and confident in their learning because there are high expectations and appropriate challenge and support across the curriculum.
- Children are actively involved in their learning at an appropriate level, through the use of 'Steps to Success' and effective assessment for learning.
- The provision of creative, practical, interactive learning experiences increases access for all children.
- There is planned differentiation across the whole curriculum.
- Assessment enables personalized learning so that all children make good progress.
- Additional adults are effectively deployed and managed to support children's learning.
- Organisation and seating are flexible according to learning matter so children work in a variety of groups to maximise their success, according to the learning at the time.

Monitoring:

Class teachers monitor the impact of their teaching on children's learning and make effective use of assessment to inform provision, monitor and track children's progress.

Subject Leaders are responsible for monitoring the quality of planning, provision, children's work, progress and skills development in their areas of responsibility.

Year Group Leaders are responsible for ensuring policy and practice are consistent across their year groups.

Key Stage Leaders gather and use the above information to monitor effectiveness and standards across the Key Stage. They monitor the quality of teaching and assessment across the curriculum and feed into the School Leadership Team.

Governors monitor this policy through curriculum reports and governor visits.

Review date	October 2016
Next review date	October 2019
Chair of Governors	Mark Liddiard
Headteacher	Tracey Callender
Deputy headteacher	Leah Mason