



Curriculum Policy
Darrington CE Primary School

Introduction

At Darrington CE Primary School, 'Peace', 'Friendship' and 'Respect' are the key Christian Values that underpin our Christian ethos. We work within an inclusive, Christian environment promoting these Christian values. These permeate all aspects of school life as we strive to equip pupils with the skills to become lifelong motivated and independent learners by providing a curriculum that is broad, balanced and relevant to their needs. We work extremely hard to enable all of our pupils to have the enthusiasm, confidence and skills to achieve their full potential.

Aim

The curriculum is all the planned activities that we organise in order to promote learning, 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 our 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, whilst developing knowledge, skills and attitudes to learning, in order 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 main values of our school, as set out in our mission statement, around which we have based our curriculum:

- We aim to put the spiritual development of all stakeholders at the heart of everything that we do.
- We strive to provide an environment where each individual grows in the love of God and each other.
- By sharing friendship, peace and showing respect for each other, we look to develop and explore our Christian faith.
- We foster skills such as co-operation, tolerance and understanding of others and respect for differences.

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;
- to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- to teach children the basic skills of English, Mathematics and Computing;
- to enable children to be creative and to develop their own critical thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum (2014) and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, understanding right from wrong;

- to help children understand and value the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves, high self-esteem, and to be able to live and work co-operatively with others.
- to provide opportunities for children to look outwards in order to consider their topics from a Christian perspective.

Organisation and planning

We plan our curriculum for mixed year-group classes, based on the requirements of the National Curriculum 2014 (these can be found on the [National Curriculum website](#)). This ensures progression in learning and provides children with many opportunities to consolidate learning.

Our curriculum is thematic with a cross-curricular approach to enable 'joined up', purposeful learning to take place. We have reviewed our long-term plan to ensure coverage across the Key Stages. An overview of the topics taught can be found in Appendix 1.

Each class has a long-term plan. This indicates what topics and, for the non-core subjects, which National Curriculum objectives are taught in each term. Where objectives are year-group specific this is also indicated. Medium-term plans outline the objectives that will be taught each half term.

Our short-term plans set out the learning objectives (WALTs) for each session, to identify what resources and activities we are going to use in the lesson and the success criteria the children will work towards. They also show differentiation for groups of children with different abilities.

Children with Special Educational Needs and Disabilities (SEND)

Our curriculum is designed to provide access and opportunity for all children who attend the school. The curriculum is adapted to meet the needs of individual children and we seek advice where appropriate from external agencies. For further information please refer to our SEND policy.

The Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Years Development criteria and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Foundation class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the pre-school providers in the area.

During the children's first term in the Foundation class, their teacher begins to record the skills of each child on entry to the school against observations using the 'Early Excellence baseline'. This assessment forms an important part of the future curriculum planning for each child. The Foundation Stage Profile is used to assess children's progress during the year.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

Key skills

Our curriculum ensures progression in the following key skills:

- reasoning;
- enquiry;
- working with others and communication;
- improving own learning and performance;
- problem-solving and creativity
- computer skills

In our curriculum planning, we plan to help children develop these skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives core subject leaders non-contact time when necessary, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way 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 their subject, ensures that there is full coverage of the National Curriculum and that progression is planned.

Addendum to Curriculum Policy in light of the Covid-19 pandemic

So that there is consistency between the children in school and those that are not, teachers will be using the Oak Academy Trust curriculum to plan lessons and activities. This will be supplemented by work around mental health and well-being. Where possible, teachers will plan outdoor lessons and activities.

Policy title	Curriculum Policy
Monitoring and review	Reviewed October 2019
Links	N/A
Staff responsible	Headteacher/School Business Manager
Committee responsible	Full Governing Body

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