



SCHOOL AND EARLY YEARS CURRICULUM POLICY May 2017

Introduction

This policy informs and should be read in conjunction with, all subject specific curriculum policies and medium term curriculum planning. The curriculum consists of 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 (a full time supervised education for compulsory school age children) and the Early Years Foundation Stage 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. The curriculum in no way undermines and aims to actively promote the fundamental British values of Democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Values

Salterford House is a family orientated school with strong values and traditions. The School aims for all children to achieve the highest possible standards conversant with their age and ability through a broad and balanced educational programme.

Our children will:

- acquire the knowledge and skills that enable them to tackle the next phase of their educational, physical, spiritual, social and emotional lives with confidence and success;
- feel confident, valued and significant.
- behave in a responsible manner, both to themselves and others;
- have a responsibility of service to their community;
- learn how to live together in a community showing consideration, courtesy and respect for other people and their property at all times;
- acquire the resourcefulness that will enable them to obtain the best from their environment;
- develop the foundations on which to build a happy and fulfilling life;
- find their time at Salterford House enjoyable and stimulating.

Aims and objectives

The aims of the Salterford House School curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to teach all of the under-fives a fully embedded EYFS curriculum appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
- to enable all pupils to have the opportunity to learn and make progress;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to ensure that subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with a statement;
- where a pupil has a EHCP, to provide care and an education which fulfils its requirements;
- to teach children the basic skills of speaking and listening, literacy, numeracy and computing;
- to provide the pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage and British values;
- to enable children to be positive citizens in society;
- to teach a personal, social, health and citizenship education programme which reflects the school's aims and ethos;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand 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 and high self-esteem, and to be able to live and work co-operatively with others.
- to make an initial contribution to and the effective preparation of pupils for the opportunities, responsibilities and experiences of teenage and adult life in British Society.

Organisation and planning

The curriculum at Salterford House is planned in three phases:

- a) Long-term planning - provides an overview of the school's curriculum journey and which topics are to be taught in each term, and to whom.
- b) Medium-term planning - gives clear guidance on the objectives and teaching strategies for teaching each topic. We use the 2014 National Curriculum objectives and key skills to inform our medium term planning. We also subscribe to Collins Busy Ant Maths, Snap Science, Plan Bee History and Collins Geography which also inform our medium term plans.
- c) Short-term plans - are produced on a weekly or daily basis. We use these to set out the learning objectives for each lesson, and to identify what resources and activities we are going to use in the lesson.

The Foundation Stage

The curriculum for the Reception and Nursery classes meets the requirements set out in the Foundation Stage curriculum (EYFS.) with curriculum planning clearly focused on the Early Learning Goals.

Our school fully supports the principle that the younger children learn through play, and by engaging in well-planned structured activities. Teaching in the Foundation Stage builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area. We focus on observational assessment for learning to create an enabling environment.

During their first term in the Reception class, each child has a baseline assessment to record their skills on entry to the school. This assessment forms an important part of the future curriculum planning for each child. At the end of the Foundation Stage, the Early Years Profile assessment is undertaken which forms part of a national benchmark.

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 teaching, learning and progress

The EYFS curriculum includes 7 areas of learning:

Key skills

1. Communication and Language
2. Literacy
3. Mathematics
4. Understanding the World
5. Expressive Arts and Design
6. Personal, Social and Emotional Development
7. Physical Development

The following skills have been deemed key skills in the revised National Curriculum:

- communication;
- application of number;
- computing;
- working with others;
- improving own learning and performance;
- problem-solving.

We believe that all children need to make good progress in these skill areas in order to develop to their true potential. All subject areas contribute to a child's progress in these skills.

The role of the subject coordinator

The role of the subject coordinator is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor teaching and learning and pupil progress in that subject area;
- keep appropriate evidence of activities and progress being made;
- provide efficient resource management for the subject.

It is the role of each subject coordinator 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 coordinator reviews the curriculum plans for their subject, to ensure appropriate coverage of the National and Early Years Foundation Stage Curriculum and progression.

Monitoring and review

The Headteacher is responsible for:

the day to day organisation and monitoring of the curriculum
the medium-term and short-term planning for all teachers
ensuring that all classes are taught the full requirements of the Curriculum
all lessons have appropriate learning objectives.

This is done in consultation with, and also led by, the other members of the Senior Leadership Team.

Subject coordinators monitor their subject by viewing long-term, medium term , short-term planning. They check for continuity and progression through the scrutiny of pupils' work. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Date:: May 2017

Headteacher's signature:

Date for review: May 2018