

The Consortium Multi-Academy Trust

Chair of the Members and Board of Trustees: Dawn Carman-Jones

Principal/CEO: Andrew Aalders-Dunthorne

Email: principal@consortiumacademy.org **Tel:** 01379 668283 / 01379 852520

Curriculum Policy.

1 Introduction

- 1.1 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 whilst developing knowledge and skills, so that they achieve their true potential.

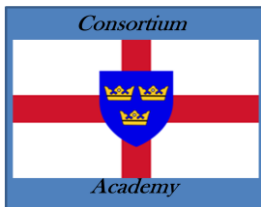
2 Values

- 2.1 Our schools' curriculum is underpinned by the values that we hold dear at our schools. The curriculum is the means by which the schools achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- 2.2 Our schools are in full agreement with the values statement included in the introduction to the National Curriculum Primary Handbook. These are the main 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 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 important 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 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.

3 Aims and Objectives

- 3.1 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;
 - Ensure that all children are participative learners contributing towards curriculum development;
 - To teach children the basic skills of literacy, numeracy, science and computing;
 - To enable children to be creative and to develop their own thinking;

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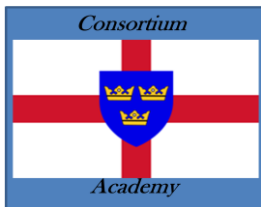
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- To teach children about their developing world, including how their environment and society have changed over time;
- To help children understand Britain's cultural heritage;
- To enable children to be positive citizens in society;
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education, PSHE and the Arts;
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- To ensure that the curriculum elements of the British Values and PREVENT agenda is taught and discussed with pupils;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To build on the Youth Social Action Education programme;
- 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 encourage critical thinking through a Philosophy 4 Children approach.

4 Organisation and Planning

- 4.1 We plan our curriculum in three phases. We agree a long-term plan for each of our classes. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan regularly.
- 4.2 With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We use the National Curriculum to support our medium-term planning in the foundation subjects.
- 4.3 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 for each session, and to identify what resources and activities we are going to use in the lesson.
- 4.4 In the EYFS and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.
- 4.5 At Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects and we teach these subjects separately. Although the creative curriculum does seek to make links across the subjects core and foundation. This means that, for example, a child may concentrate in one term on a history topic, and then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.
- 4.6 Our curriculum operates on a rolling programme in line with our mixed age groups and ensuring that all units are covered during the child's journey through our school.

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5 Children with special needs

- 5.1 The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.
- 5.2 If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. We have a published SEND Information report that outlines our strategies around intervention and support.
- 5.3 The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.
- 5.4 For children that excel and exceed with offer a range of additional support to ensure that the child learns and develops at a rate that is appropriately for their ability. As well as stretching activities in class through targeted differentiation we also 'Gifted and talented' activities provided by our secondary partners and other opportunities.

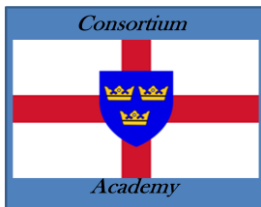
6 The Early Years Foundation Stage (EYFS)

- 6.1 The curriculum that we teach in the reception classes, and Nursery classes where they exist meets the requirements set out in the EYFS. Our curriculum planning focuses on the early learning goals and on developing children's skills and experiences, as set out in this document.
- 6.2 Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception year builds on the experience of the children in their pre-school learning.
- 6.3 In the Reception year each child's progress is recorded against the early learning goals. These outcomes form a platform for learning in Key Stage One.
- 6.4 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.

7 Key skills

- 7.1 The following skills have been deemed 'key skills' in the National Curriculum:
 - Communication
 - Application of number
 - Information technology
 - Working with others

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- Improving own learning and performance
- Problem solving.

Thinking Skills – By using thinking skills pupils can focus on **knowing how** as well as **knowing what** to learning (learning how to learn). Thinking skills (information-processing, reasoning, enquiry, creative thinking, and evaluation) complement key skills and are embedded in the National Curriculum.

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

8 The role of the subject leader

8.1 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.

8.2 The school gives subject leaders non-contact time as appropriate, 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 into schemes of work.

9 Monitoring and review

9.1 Our Local Governing Body's Standards & Excellence committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its four-year cycle of review and development.

9.2 We have named governors for Curriculum, Early Years and Special Needs. The governors liaise with the subject leaders of these areas, and monitor closely the teaching and standards in these subjects.

9.3 The Curriculum Leader is responsible for the day to day organisation of the curriculum. Subject leaders monitor the way their subject is taught throughout the school. 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.

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Document Control

Changes History

Version	Date	Amended By	Details of Change

Approval

Name	Job Title	Signed	Date
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	28/12/2016
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	28/12/2016

Equality Impact Assessment

Date	Name	Details

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