



Stoke Prior First School

Curriculum Policy



Responsibility – Respect – Teamwork - Reflection

Introduction

Stoke Prior First School is committed to meeting the requirements of the primary National Curriculum, where our schemes of work are designed to reflect the content and challenge, as well as developing our principles and values, in order to prepare each individual for the next stage in their lives.

Our curriculum is designed to be progressive, knowledge rich, engaging and inspiring to all children, to ensure we nurture a passion for learning. We offer a broad and balanced curriculum that builds on the knowledge, skills, and understanding of all children through teaching both substantive knowledge and disciplinary knowledge in all subjects. We approach this through half-termly schemes of learning that make cross-curricular links where it is appropriate and useful to do so.

We aim to foster creativity in our children and to help them become independent learners. Above all, we believe in making learning memorable.

Our curriculum is the means by which we achieve our objective of educating children in the knowledge, skills, and understanding that they need in order to lead fulfilling lives. We welcome and value all children, laying the foundations for life by offering a positive, rich experience for all, making learning memorable. We provide a nurturing, well-resourced, and stimulating environment where children are happy, feel safe, and are guided, challenged, and supported to achieve their very best. Children achieve high standards and are engaged by learning that meets their needs, is interesting, provides challenge, and develops and excites their imagination. All children will benefit from a rich, broad, balanced curriculum with opportunities for first-hand experience, practical work, investigation, creativity and physical activity.

The curriculum is enlivened and enriched by visits, visitors, use of the environment, and after-school learning opportunities. At the heart our curriculum is the development of independent learning skills enabling our children to successfully meet the personal and economic challenges of life in the 21st Century. We ensure our curriculum is literature rich and place a love of reading at the heart of all we do also. We promote healthy choices and lifestyles, positive behaviour, equal opportunities, independence, respect, responsibility, spiritual development, appreciation, and value of cultural diversity, and contributing to the community. We maintain high expectations and a commitment to excellence at all levels of learning, teaching, leadership, management, and governance. We work in a close and effective partnership with parents, carers, Children's Services, and the wider community.

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, regardless of age, gender, background, or 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 to read.
- ✓ To teach children the basic skills of English, mathematics, and science.
- ✓ To enable children to be creative and to develop their own 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 and have a full understanding of British values.
- ✓ To appreciate and value the contribution made by all ethnic groups in our multi-cultural society.
- ✓ To enable children to be positive citizens and fulfill all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education.
- ✓ To teach children to have an awareness of their own spiritual development and to distinguish 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 live and work cooperatively with others.

- ✓ To regularly review our curriculum provision to ensure that it continues to promote excellence.

Organisation and Planning:

We plan our curriculum in three phases. We agree on a long-term plan (curriculum overview) for each key stage and year group, indicating what schemes are to be taught in each term.

Through our medium-term plans and curriculum maps, we give clear guidance on the substantive and disciplinary knowledge and teaching strategies for each scheme of learning.

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. We plan to ensure each lesson meets our learning principles of child-centred, inclusive, relevant, challenging, literature-rich and enjoyable.

We plan the curriculum carefully so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

The Curriculum and Inclusion:

The curriculum in our school is designed to be accessed by all children who attend the school. If children have special educational needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEND Code of Practice. All Worcestershire maintained schools have a similar approach to meeting the needs of pupils with special educational needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. The curriculum is designed to be inclusive and accessible to all learners, taking into account their individual needs, abilities, and interests.

We provide a range of support and interventions to ensure that all children can access the curriculum and make progress. This may include additional resources, differentiated teaching strategies, small group work, one-to-one support, and targeted interventions. We work closely with parents, carers, and external agencies to ensure that the support provided is tailored to meet the specific needs of each child.

In addition to meeting the needs of children with special educational needs, our curriculum also promotes inclusion in terms of cultural diversity, gender equality, and promoting positive attitudes towards disability. We strive to create a learning environment where all children feel valued, respected, and included.

Assessment and Monitoring:

Assessment is an integral part of our curriculum. We use a range of assessment methods to gather evidence of children's progress and attainment. This includes formative assessment through ongoing teacher observations, questioning, and feedback, as well as summative assessment through tests, quizzes, and projects.

We use assessment data to monitor children's progress and identify areas where additional support or challenge may be needed. This information is used to inform our planning and ensure that teaching is tailored to meet the individual needs of each child.

We also provide regular feedback to parents and carers on their child's progress and attainment. This may include written reports, parent-teacher conferences, and informal discussions. We encourage parents and carers to be actively involved in their child's education and to support their learning at home.

Continuing Professional Development:

We recognise the importance of ongoing professional development for our staff to ensure that they are equipped with the knowledge and skills to deliver a high-quality curriculum. We provide regular training and development opportunities for our teachers to enhance their subject knowledge, pedagogical skills, and understanding of the curriculum.

We also encourage our staff to engage in professional networks and collaborate with colleagues from other schools to share best practices and learn from each other. This helps to ensure that our curriculum provision remains up-to-date, relevant, and of the highest standard.

Conclusion:

At Stoke Prior First School, we are committed to providing a curriculum that is exciting, engaging, and inclusive. Our curriculum is designed to meet the needs of all learners and to inspire a passion for learning. We believe in making learning memorable and providing opportunities for children to develop their knowledge, skills, and understanding across a wide range of subjects.

We strive to create a learning environment where all children feel valued, respected, and included. We work closely with parents, carers, and external agencies to ensure that the support provided is tailored to meet the specific needs of each child.

Through ongoing assessment and monitoring, we ensure that teaching is tailored to meet the individual needs of each child and that progress is regularly monitored and reviewed. We provide regular feedback to parents and carers on their child's progress and encourage their active involvement in their child's education.

By investing in the continuing professional development of our staff, we ensure that our curriculum provision remains up-to-date, relevant, and of the highest standard.

Overall, our curriculum policy reflects our commitment to providing an outstanding curriculum that prepares our children for lifelong learning and success.

PERSON(S) RESPONSIBLE:	A.Paisley
DATE POLICY AGREED:	January 2024
TO BE REVIEWED BY:	January 2027
DISTRIBUTION:	Staff / Governors / Website (delete as required)