



Deanwood Primary School

Curriculum Policy

Policy Scope: Deanwood Primary School

Responsibility: Local Governing Body

Review Frequency: Annually

Review Date: March 2020

The Governing Body of Deanwood Primary School adopted this policy in March 2018.

Signed by D Giles, Chair of Governors _____

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Introduction

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 while developing knowledge and skills, so that they achieve their true potential.

Values

At Deanwood we want everybody to be "Happy, Successful and Safe".

We aim to do this by promoting the fundamental British values of:

- democracy
- the rule of law
- individual liberty
- mutual respect and tolerance of those with different faiths and beliefs

Assembly Values

Our assemblies focus on "Values for Living" which develop the fundamental British values and also include:

Unity	Peace	Happiness	Hope
Patience	Caring	Humility	Simplicity
Trust	Freedom	Quality	Co-operation
Understanding	Honesty	Perseverance	Appreciation
Courage	Love	Friendship	Thoughtfulness
Tolerance	Responsibility	Respect	

Aims and objectives

The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. However it is just one element in the education of every child. There is time and space in the school day to explore beyond the national curriculum specifications.

The aims of our school curriculum are to enable children to:

- feel safe and valued as part of a caring community that celebrates success
- be independent thinkers/learners who are able to seek solutions creatively and cooperatively
- develop an 'enquiring' mind and ask questions
- be confident enough to take risks in their learning
- experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all
- be able to listen to and articulate responses showing consideration to others
- be polite and courteous
- be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning
- understand and respect diversity
- be aware of and recognise their own learning needs and be involved in planning future steps
- develop a sense of self esteem
- be well balanced and healthy individuals

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In addition our curriculum seeks to develop an understanding of:

- the way in which all children are unique
- the spiritual and moral development of each child as well as their intellectual and physical growth.
- fairness and honesty
- equal opportunities for all
- our environment and how we should care for it

Philosophy for Children

We use the Philosophy for Children programme across the school to give children the opportunity to express their views on a wide range of subjects and to reflect on their thinking skills. It also encourages the participation of individuals as part of a large group, cultivates respect for the views of others and develops speaking and listening skills.

Mindfulness

The Paws.b Mindfulness programme is used in Years 4 and 5 to promote positive mental health and well-being. In addition we encourage children from other year groups to practise simple Mindfulness techniques that have been shown to cultivate calm and positive states of mind and promote resilience.

Organisation and planning

Our long term curriculum map indicates which subjects are taught to which groups of children in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Staff have pulled together areas of learning from different curriculum subjects which contain similar themes or links. This allows for a more creative and cross curricular approach to learning, and encourages children to apply skills in a variety of ways.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each session, and to identify what resources and activities we are going to use in the lesson.

Inclusion

Teachers set high expectations for every pupil. They plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to set targets which are deliberately ambitious.

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 in consultation with the child's parents.

If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEN Code of Practice. In most instances if a concern arises suggesting that a child may have special educational needs the teacher is able to provide resources and

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educational opportunities which meet these needs within the normal class organisation.

Monitoring and review

The Leadership Team use the following methods to monitor the curriculum and ensure progression:

- Work scrutiny
- Lesson observations
- Pupil Progress Review meetings

Our Curriculum Teams monitor the way their subjects are taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. They also have responsibility for monitoring the way in which resources are stored and managed.