

## ST AIDAN'S

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# Curriculum Policy

## Introduction

A school curriculum comprises all the activities planned to promote learning, personal growth and development. It includes both the formal requirements of the National Curriculum, as well as additional activities that we, as a school, organise in order to enrich the experiences of the pupils.

Our curriculum ensures that all children have access to a broad, balanced and relevant education which provides continuity and progression and takes account of individual differences.

We believe that children learn best when their learning experiences are meaningful, therefore we teach most of our subjects through a connected curriculum.

Our school curriculum is underpinned by our core values:

- respect for the uniqueness for each individual and their views;
- working with all members of the school and wider community;
- providing equality of opportunity for all members of the community;
- providing every individual with the opportunity to reach their full potential;
- respect for the environment and safeguarding it for future generations.

This policy is currently being updated in line with the new 2014 curriculum.

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## **1 Aims and Objectives**

- 1.1 The aims of the curriculum are:
- to facilitate children's acquisition of knowledge and skills, which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically;
  - to promote a positive attitude towards learning, so that children enjoy school and acquire a solid basis for lifelong learning;
  - to create and maintain an exciting and stimulating learning environment;
  - to ensure continuity and progression so that pupils achieve their full potential;
  - to enable children to become responsible and considerate members of the community who respect and work cooperatively with others;
  - to encourage respect for the environment and society;
  - to recognise the crucial role which parents play in education and encourage parental involvement.
- 1.2 The objectives of the curriculum are that children will learn:
- to acquire a set of moral values on which to base their own behaviour;
  - to be able to communicate in a variety of ways;
  - to solve problems in a variety of different situations, making reasoned judgments and choices;
  - to work independently and as members of a team;
  - to evaluate their own performance against agreed and realistic objectives;
  - to be curious, enthusiastic and eager;
  - to care about and take pride in the school;
  - to develop tolerance and respect for all people including those of different social, ethnic and religious backgrounds.

## **2 Key Skills**

- 2.1 We achieve these aims and objectives through an identified set of core skills which we believe are important within pupil development because they enable children to acquire the fundamentals for learning and life. These skills underpin the teaching and learning and children are then provided with opportunities to develop and apply them across the curriculum.
- 2.2 There are 48 core skills which fall into seven categories (see appendix 1):
- a. Communication
  - b. Application of numbers
  - c. Information technology
  - d. Working with others
  - e. Improving own learning and performance
  - f. Problem solving
  - g. Personal and emotional
- 2.3 The skills may be taught explicitly through one area of learning but are met again, developed and applied across all learning.

### **3 Every Child Matters**

Every Child Matters is a national approach to the well being of children that has been organised into five crucial aims for young people. The aim is to support every child, whatever their background or their circumstances, to have the support they need to:

- a. Be healthy
- b. Stay safe
- c. Enjoy and achieve
- d. Make a positive contribution
- e. Achieve economic well-being

Each half term the curriculum focuses on one of these 5 aims.

### **4 Organisation**

We plan our curriculum ensuring we meet the requirements of the National Curriculum and the Early Years Foundation Curriculum.

4.1 The foundation stage curriculum is based on six areas of learning:

- a. Communication language and literacy
- b. Problem solving reasoning and numeracy
- c. Knowledge and understanding of the world
- d. Physical development
- e. Personal, social and emotional development
- f. Creative development

Further details can be found in the Foundations Stage Policy.

4.2 Our KS1 and KS2 curriculum is also based upon six broad areas of learning:

- a. Language and Communication ( English and French)
- b. Mathematical understanding
- c. Geography, History and Citizenship
- d. Science and technology (Science, DT and ICT)
- e. Physical Development , Health & Well Being (PE, PSHEE)
- f. The Arts (Music, Art, Dance)

In addition children receive a weekly lesson in RE.

4.3 These areas are delivered through a connected curriculum with six overarching themes per year group, called Connectors. These are abstract hooks chosen to develop powerful and logical links between subjects. Connectors are chosen to stimulate interest and curiosity in the world around us. During the children's learning we try to incorporate as many meaningful and memorable real life experiences as possible that are related to the area they are studying.

4.4 Each year is divided into six half terms and the long term plan for each year group indicates the Connector, which core skills are to be taught in each half term and the focus from 'Every Child Matters'. We review our long term plan on an annual basis.

4.5 Our medium term plans identify the National Curriculum skills being taught in each area of learning, the learning outcomes and the success criteria as well as any special events such as visits and visitors.



- 4.6 Our short term/weekly plans detail the learning objectives and activities for every lesson including the differentiation that will be taking place and how individual needs are catered for. English and mathematics are planned in greater detail on a separate planning sheet according to an agreed format.
- 4.7 In planning lessons teachers may concentrate on a discrete subject or may plan a lesson that draws on two or more subjects from the curriculum. In this case, when planning, the teacher will be clear as to the learning objectives and the assessment focus for the lesson, which may be drawn from either or both subject areas.

## **5 Inclusion**

The curriculum is designed to provide access for all children who attend the school. Where necessary it is adapted to meet the needs of particular pupils. Work in the core subjects as well as some foundation subjects, is differentiated to meet the capabilities of the children. (See our Inclusion Policy.)

## **6 The Enriched Curriculum**

To supplement the engaging curriculum, underpinned by connected learning we provide opportunities for children to learn in alternative settings and groupings.

- 6.1 On Wednesday afternoons KS2 children attend Enrichment lessons. They are grouped vertically into 6 classes of 20. Each half term they attend a different subject. These have included poetry, science, sport, dance, musical composition, ICT, art, textiles, cookery and problem solving.
- 6.2 Three mornings a week KS1 and KS2 take part in Sanjuro training, a martial art, for the first 10 minutes of the school day. Martial arts help develop coordination, self discipline, suppleness, physical strength and the ability to work together. It also contributes to the National requirement of 2 hours physical education per week.

## **7 Roles and Responsibilities**

- 7.1 The role of the class teacher is to:
- plan in accordance with the National Curriculum and the long term plans for that year group;
  - maintain a profile book for each child containing levelled work samples from across the curriculum according to the school's plan.
- 7.2 The role of the subject leaders is to:
- keep up to date with developments in their area of learning at both national and local levels;
  - review the way the subjects are taught in the school and plan for improvement linking to whole school objectives;
  - review curriculum plans for their key areas ensuring there is full coverage of the National curriculum and that progression is planned for;
  - ensure work in profile books represent the achievements of children at each key stage, indicating levels of attainment;
  - audit, order and manage resources to enhance learning experiences for the pupils;



- monitor how their subjects are taught through monitoring the medium and short term planning ensuring that appropriate teaching strategies are used.

7.3 The role of the curriculum leader is to:

- provide a strategic lead and direction for the curriculum;
- support and offer advice to colleagues on issues related to the curriculum;
- ensure that all classes are taught the full requirements of the National Curriculum.

7.4 The Head teacher has overall responsibility for the leadership of the curriculum and delegates responsibility to key staff.

## **8 Assessment**

Our school considers accurate and focused assessment as the cornerstone of high quality teaching, as it allows learning to be planned and taught accurately as well as meeting the needs of the requirements of the children and ensuring high levels of expectation and support.

8.1 Pupils' progress across the curriculum is assessed by teachers throughout each year and reported to parents in written reports at the end of the Summer term of each school year and at parental consultations during the Autumn and Spring terms.

8.2 During the Foundation Stage teachers record the pupils' progress using the Foundation Stage profile.

## **9 Monitoring and Review**

Evaluation is essential for the planning and development of the curriculum.

9.1 The senior staff monitor lesson plans of all teachers.

9.2 The Governing Body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. The governors liaise with the subject leaders and monitor the way the school teaches these subjects.

9.3 This policy will be reviewed annually.

## **Glossary**

DT	Design Technology
ICT	Information Communication Technology
KS	Key Stage
PE	Physical Education
PSHEE	Physical, Social, Health and Economic Education
RE	Religious Education

Date of Policy: **FEBRUARY 2014**

Policy ratified: ..... (Signature) ..... (Date)

Revision expected **Summer Term 2014**



## **Key Skills**

### **1 Communication**

- a. Speak effectively for different audiences
- b. Listen appropriately to others
- c. Understand others through talk
- d. Respond appropriately to others
- e. Participate effectively in group discussion
- f. Read a range of literary and non-fiction texts
- g. Reflect critically on what is read
- h. Write fluently for a range of audiences
- i. Analyse critically their own and others' writing

### **2 Application of Numbers**

- a. Develop a range of mental calculation strategies and apply in different contexts
- b. Understand and use mathematical language
- c. Solve increasingly complex problems and present findings
- d. Explain the reasoning used to solve problems
- e. Solve number problems in real life situations

### **3 Information Technology**

- a. Use a range of information sources
- b. Use a range of ICT tools
- c. Find, analyse, interpret, evaluate, present information using ICT for a range of purposes
- d. Make critical and informed judgements about when and how to use ICT
- e. Use ICT information sources to enquire
- f. Use a range of ICT information sources to support decision-making
- g. Modify work with ICT

### **4 Working with others**

- a. Contribute to small group and whole class discussions
- b. Work with others to meet a challenge
- c. Understand the needs of others
- d. Develop social interaction strategies
- e. Co-operate with others in a range of settings
- f. Appreciate the experience of others
- g. Benefit from what others think, say and do
- h. Consider different perspectives

### **5 Improving own learning and performance**

- a. Reflect and critically evaluate their own work
- b. Consider what they have learnt
- c. Reflect on the processes of learning
- d. Assess progress in learning
- e. Identify obstacles or problems in learning



- f. Identify and plan ways to improve their learning

## **6 Problem solving**

- a. Solve problems faced in learning and life
- b. Identify and understand a problem
- c. Plan ways to solve a problem
- d. Monitor progress in tackling a problem
- e. Review solutions to a problem
- f. Respond to the challenge of a problem
- g. Plan, test, modify and review the progress needed to achieve particular outcomes

## **7 Personal and Emotional**

- a. Manage own and others' feelings appropriately
- b. Manage future behaviour through reflecting on past experience
- c. Set goals for their personal development
- d. Work independently towards deadlines
- e. Control physical movements in a range of contexts