

Icknield Walk First School

Curriculum Policy

1. Introduction

This policy is a statement of aims and principles relating to the school's curriculum. It will be presented to the Governing Body for approval and reviewed appropriately, e.g. when there are significant changes to the curriculum.

2. Rationale

Education influences and reflects the values of society, and the kind of society we want to be. It is important therefore, to recognise a set of common values and purposes that underpin the curriculum at Icknield Walk First School and enable the school to achieve its aims.

At Icknield Walk First School:

We believe the needs of our children are at the heart of everything we do
We are all part of a team and expect everyone to do his or her best
We believe learning should be fun and make the most of all opportunities
We share everyone's achievements and celebrate their success

3. Curriculum Statement

The Staff and Governors of Icknield Walk First School believe that each child should have equal access to a rich, broad, balanced and differentiated curriculum. The curriculum needs to be well matched to pupils' ages, abilities, interests, aptitudes and special needs.

Above all the children need to be inspired and motivated by their learning. We achieve this through use of our creative curriculum. Using cross curricular links to make learning relevant to the children. We aim to use first hand active learning experiences so that children really engage in their learning.

4. Purposes

- The curriculum will be used to increase pupils' knowledge, skills and understanding as they grow and develop and become more aware of the world around them
- The curriculum will be carefully planned and structured to ensure that learning is continuous, and that pupils make good progress with the development of their learning
- The curriculum will engage the children's interest, encourage and motivate them to want to learn
- It will be exciting and offer pupils first hand experience to reinforce their learning and to underpin their growing knowledge, skills and understanding
- It will open their eyes to the wonders of the natural world and cause them to marvel at the incredible and fantastic world in which we live.

5. Broad Guidelines

5.1 Planning

The Nursery and Reception years base their curriculum around the DfE Curriculum Guidance for the Foundation Stage:

- The prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

From Year 1 to Year 4 pupils are taught:-

- The National Curriculum;
- Programmes of study for the subjects of the National Curriculum are used as the basis for the long term and medium term plans
- The teaching of RE follows Hertfordshire's agreed syllabus for RE. Parents may exercise their right of withdrawal from religious worship and instruction.
- Cross-curricular links will be made between subjects where ever relevant and appropriate.
- An extensive range of high quality resources including ICT will be used to underpin the curriculum.
- Homework will be set, where appropriate, to link the curriculum with learning at home.
- All planning is regularly monitored to ensure progress both within school and with the middle schools
- Parts of the curriculum are taught as continuing work whilst other aspects are taught as blocked units of work and allocated to specific year groups.
- In year 3 pupils are taught to play the guitar and in year 3 and 4 children go to swimming lessons, as part of curriculum enrichment.

From Foundation Stage through to Year 4 opportunities are taken to extend the curriculum beyond the statutory requirements through the use of educational visits out of school, parents, visitors, artists, craftspeople, actors, musicians, and through the use of the school grounds, the locality and the wider environment. We attend a range of interschool sporting events and also offer a range of after school and lunchtime clubs to extend our provision.

5.2 Delivery

Maths and English are often taught in ability groups within classes and at KS2 sometimes children are taught in streamed groups by the other year group teacher. Most other aspects of the curriculum are taught in classes according to age, with differentiation as necessary. Some intervention programmes take place in small groups outside the classroom setting.

5.3 Assessment

The school has policies for Assessment and Recording. Tracking records are kept for each pupil.

5.4 Reporting on pupil attainment

All work carried out by the children is monitored and evaluated. A school report is made available to parents annually in the summer term. Parents are invited to Parent Consultation meetings each term. The Governing Body receives regular reports on standards, progress and pupil attainment.

6. Roles and Responsibilities

The Headteacher takes overall responsibility for the curriculum. Subject Leaders monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies. Opinions relating to the curriculum are sought from parents through the Parents Annual Survey, parental input to the school development plan, from pupils through school talking circles and from staff and governors at their regular meetings.

7. Provision for pupils with SEN and high achievers.

Teachers plan to meet the needs of such pupils by ensuring learning is focused on individual pupils' needs and abilities. Outcomes from assessment of learning enable teachers to set next steps of learning which reflect individual pupils' skills, abilities and potential. The school has developed a model of intervention for children experiencing difficulties in English or Maths and for children who are more able so they have the opportunity to extend their learning.

8. Sex and Relationship Education (SRE)

The Governing Body has an agreed policy for SRE. SRE for all year groups forms part of the science and health education programmes of study.

9. Spiritual, Moral, Social and Cultural Opportunities

The staff and governors are keen that all pupils are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, extra events and experiences.

10. Self Esteem and Self Worth

Celebration assemblies are held each week recognising the achievements of our pupils. Recognition takes the form of each class teacher choosing a superstar for the week. The pupil receives a certificate detailing why they have been chosen, as well as a star that is put on display to the whole school community. Stickers, reward charts, brilliant boxes are all ways in which the staff at school note and celebrate children's achievements.

11. Extra curricular activities

A wide range of activities is offered throughout the school year. Parents of children wanting to attend such activities are asked to sign a consent form. Most teaching staff and some non-teaching staff participate in the provision of extra curricular activities at some stage during the year. Some of the after school clubs are run by private providers and involve a small cost to attend.

12. Conclusion

Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos.

13. Other documentation which supports this policy

- Learning and Teaching Policy
- Foundation Stage Policy
- Individual Subject Policies
- Special Needs Policy
- Monitoring Schedule
- Role of the subject leaders
- Assessment Policy
- Homework Policy
- Sex and Relationship Education Policy
- Equality Scheme
- Health & Safety Policy
- School Development Plan
- The School Brochure
- The Governing Body's letters to parents
- Internal monitoring documents including Subject Leadership Files
- External monitoring documents - Local Authority and Ofsted

Date established by governing body	March 2006
Date for full implementation	September 2006
Date reviewed	June 2015
Next review	June 2019