

# Stonelow Junior School CURRICULUM POLICY



Date	Review	Responsible	Named Governors
Sep 2017	Sep 2018	K Thompson	V Siddall J Crookes L Vaughn

At Stonelow Junior School we aim to provide an exciting and engaging curriculum which will inspire children to nurture a passion for learning. We believe the driving force behind the delivery of an interesting, creative curriculum is a clear focus on delivering excellent teaching and learning which ensures children engage in a range of learning experiences which are challenging, real life and meaningful.



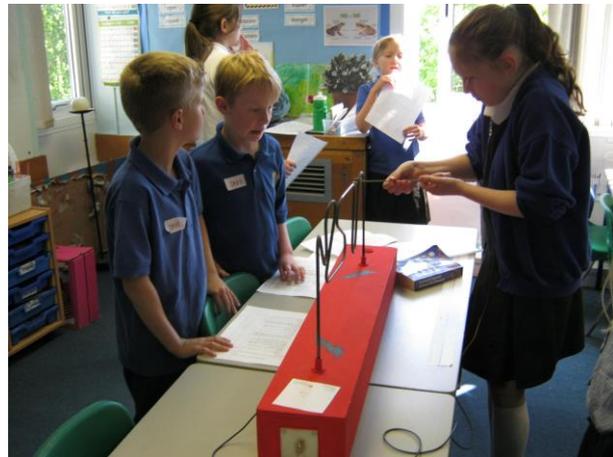
The Curriculum is defined as all the learning opportunities and other experiences organised and provided by the School. The Curriculum is not static, but is responsive to changes over time, in society and the economy, and in the changes in the nature of schooling itself.

## STONELOW'S CURRICULUM FRAMEWORK FOR LEARNING:

- ensures the organised continuity and progression of children's general learning, as directed by the teachers;
- gives full recognition to the need for children to be taught, to learn and to practise the basic skills in Mathematics and English. This includes mental arithmetic, tables, numbers & the number system, solving problems, shape & space, handling data, calculations, reading, spelling, comprehension, grammar and writing;
- provides opportunities for learning through enquiry, discovery and problem-solving/investigations;
- enables a degree of flexibility to take account of children's interests and current events;
- recognises the need for children to acquire the skills, discipline and attitudes to take on increasing responsibility for their own learning, and the assessment of their own work and achievements, to develop into independent and resilient learners;

- takes fully into account the requirements of the National Curriculum (2014);
- enables children to acquire and extend their skills, concepts, awareness, knowledge and understanding;
- provides the challenges to enable children to develop through their achievements;
- provides a broad-based, balanced and exciting learning experience covering aspects of intellectual, social, physical, diverse, creative, aesthetic, cultural, moral, spiritual and religious development;
- ensures that the children are aware of the socially diverse, culturally and ethnically varied nature of our society and that they are as well prepared as possible for the opportunities and challenges that they will meet in everyday life;
- deepens and extends the children's knowledge and understanding of themselves and the world in which they live;
- fosters and encourages in each child a sense of personal identity, respect for themselves (self-esteem), for others and for the environment;

The Whole School Curriculum aims to provide breadth and balance while recognising the importance of Literacy and Numeracy. It consists of the National Curriculum, Religious Education and other Curricular and Extra-Curricular Provision.



The National Curriculum (which was revised for 2014) prescribes what the majority of children at any particular stage of their educational development should know, understand and are able to do. The four purposes of the National Curriculum are:

- to establish an entitlement;
- to establish standards;
- to promote continuity and coherence;
- to promote public understanding.

Key Skills outlined in the NC are to develop children's confidence in their capacity to learn and work independently and collaboratively, to equip them with the essential learning skills of literacy, numeracy, and computing, and promote an enquiring mind and capacity to reason with problems and think rationally.

Religious Education is not part of the National Curriculum but is compulsory. The School follows the Derbyshire S.A.C.R.E. (Standing Advisory Council on R.E.) locally-agreed syllabus. Parents have a right to withdraw their children from this provision and alternative arrangements are made.



P.S.H.E./Citizenship (Personal, Social and Health Education / Citizenship) is not statutory but is taught in school following the ASK scheme from Derbyshire.

### INCLUSION

The School's Curriculum aims to be socially inclusive in providing effective learning for all pupils. In supporting this aim it draws upon the extensive experience and expertise of the School's teaching and non-teaching staff, and upon the L.A.'s support services (including the Educational Psychologists, the Support Service for SEN, Behaviour Support Service, Medical and Therapy Services).

The School maintains a list of children with identified special needs in accordance with the Special Needs Code of Practice as well as a list of pupils identified as more able, gifted and talented. In the planning and teaching due regard is given to: setting suitable learning challenges, which may be identified in an I.E.P. (Individual Education Plan) or Education Plan; responding to pupils' diverse learning needs; and overcoming potential barriers to learning and assessment for individuals and groups of pupils.

It is recognised, however, that a situation may be arrived at where the School's best attempts at the inclusion of any particular child, including the use of the L.A.'s support services, have not been successful in terms of the child's social and educational development and/or the consequential disruption to the education of other children in the school. Should this occur, the Headteacher will inform the Governing Body which will consider the range of options available in an attempt to resolve the situation in the best interest of all concerned.

### GOVERNORS' RESPONSIBILITIES

- 1) to ensure the school has a curriculum policy which is regularly updated, reviewed and approved by the governors;
- 2) to consult with the Headteacher over curriculum matters;
- 3) to take into account local circumstances, and the views of others with an interest in the School ( eg the school staff, parents, and local community members including the police);
- 4) to make a copy of the policy available to any parent requesting one;
- 5) to ensure information about the curriculum is provided on the school website;
- 6) to ensure that the statutory assessment procedures are carried out and the results reported;
- 7) to determine with the Head appropriate targets;
- 8) to determine the School's Sex and Relationships Education policy;
- 9) to ensure the requirements for R.E. and Collective Worship are met;

- 10) to respond to any complaint from a parent about the curriculum;
- 11) to determine and/or give approval to School Visits and Extra-Curricular activities;  
and
- 12) to determine and review a policy on charges and remissions.

### HEADTEACHER'S RESPONSIBILITIES

- 1) to determine and organise the curriculum and ensure it is followed in the school through the nomination of and support for Subject Leaders amongst the teaching staff.
- 2) to provide teaching staff with a copy of the policy.

### SUBJECT LEADERS' RESPONSIBILITIES

- 1) to provide leadership and direction for the subject.
- 2) to maintain a subject policy and review it in consultation with colleagues.
- 3) to provide support and guidance for colleagues in planning, target-setting, teaching, assessment, recording and reporting.
- 4) to monitor the delivery of the subject in line with the School's monitoring policy.
- 5) to audit, develop and review the subject in line with the School's Curriculum Development Plan.

### OVERVIEW OF THE CURRICULUM

- a) Nat. Curric. Core subjects: English, Maths and Science
- b) Nat. Curric. Foundation subjects: Computing, Design & Technology, History, Geography, French, Music, Art, and PE
- c) Other Learning Opportunities: Religious education, PSHE&C, school visits, school visitors and extra curricular activities

### OTHER LEARNING OPPORTUNITIES

During the course of the School year, the pupils' educational experiences are enhanced and broadened through school visits, visitors into school, opportunities to perform, extra-curricular activities, and involvement in local, national or international events as the opportunities arise. These areas provide scope for the teachers to exercise professional judgements to enhance the statutory Curriculum provision for pupils and to provide breadth and balance. In so doing, account is taken of the desirability, suitability and relevance of any studies selected and undertaken, within the overall Curriculum framework. In this way the particular abilities, experience, expertise and interests of individual teachers can serve to inspire and enthuse children in their learning. At Stonelow Junior School, afternoon lessons are taught by subject leaders which provides expertise and a passionate delivery for the children. It also adds broad and detailed overview of planning, provision and progress for the subject leaders.



Together with target-setting, assessment and monitoring, this serves to provide structured continuity and progression for the pupils' development. It is designed and implemented through the commitment to the philosophy of the all-round development of the whole child. It seeks to be stimulating and relevant to encourage, in the children, a love of learning, pride in achievement, happiness in success and a sense of well-being through being a fully participating and valued member of the School community.

Stonelow Junior School is committed to meeting the requirements of the National Primary Curriculum. Teachers and support staff have received training in their key areas of curriculum and take responsibility for the planning and teaching of this subject across the school. This has ensured that staff have expertise in their curriculum area – planning, teaching and leading their subject. Our curriculum is underpinned by the National Curriculum (2014), we enhance this with planned opportunities that make up the wider school curriculum. Learning is always exciting and in a meaningful context for children. The rehearsal and application of skills learned in the core subject areas is a key feature of the curriculum. We work hard to ensure that learning takes place in context through cross curricular links meaning our children are immersed in their learning, can make connections and form links.

