

Cockton Hill Infants' School Curriculum Policy



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Introduction

The curriculum is all the planned activities that we organise in order to promote learning, 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 experiences of the children at Cockton Hill Infants' School.

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.

Vision and Values

Our whole school community have shared vision and values, everyone's contribution is appreciated and acknowledged. We strive every day to make this vision a reality. Our school curriculum at Cockton Hill Infants' School is underpinned by these values. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to extend beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Cockton Hill Infants' School is in full agreement with the statement of aims included in the introduction to The National Curriculum Handbook for Primary Teachers in England. In addition to these aims, we have additional principles underpinning our curriculum. We have devised these principles through the needs of our cohort and the features and context of the area.

The underpinning principles are:

Aspirations

- Recognise the value of effort
- Linking learning to careers
- Developing vocabulary
- Engaging experiences

Individuality

- Confidence/self-belief
- Pride in achievements
- Build on own talents
- Well-rounded individuals, future citizens
- Role models

Respect

- Selves
- Other people
- Environment
- Make the right choices with guidance

Kindness

- Is valued and acknowledged
- Acceptance of diversity
- Emotional intelligence
- Compassion/Empathy

Community

- Contribute to the local community
- Recognise the value of community work

Security

- Trust adults in school
- Feel safe, valued and listened to
- Nurtured

Learners

- Enjoy the challenge of new experiences
- Not afraid to make mistakes
- Perseverance and resilience
- Thirst for knowledge – think creatively and can work independently
- Well-prepared for the next step in their educational journey
- Learning skills that will last a lifetime.

Organisation and planning

At Cockton Hill Infants' School we use a creative approach towards our curriculum planning, linking learning with the current topics/theme; whilst ensuring progression of skills. We recognise the crucial nature of whole school planning to ensure full coverage of Foundation Stage and the National Curriculum. Using long, medium and short term planning all staff are involved in ensuring that all aspects of the curriculum are adequately covered and that there is progression and continuity.

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 SEND Code of Practice [2015]. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum. All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs.

Monitoring and review

Provision in curriculum areas is monitored by the subject leader/leadership team. Book scrutinys are carried out to ensure clear progression is evident in books. They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's marking policy. The leadership team and subject leaders also conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. Subject leaders also monitor the way in which resources are stored and managed. SLT and subject leaders feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.