



Curriculum Policy

Rationale

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 we provide 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.

Aims

- To serve the community by providing education of the highest quality within the context of the Christian belief.
- To provide a safe, secure and happy environment where everyone is valued.
- To provide a broad and balanced curriculum which stems from the teaching of basic skills, and provides exciting opportunities for learning.
- To support children’s learning and to encourage them to become independent learners. • To encourage and develop politeness, respect and personal responsibility, and so become useful citizens in school and in the future.
- To ensure that each day is enjoyable and rewarding to pupils and staff.

Organisation and planning

We plan our curriculum in three teams; Foundation Stage, Key Stage 1 and Key Stage 2. This enables us to share ideas, good practice and subject expertise. We believe that it is important to make the learning experiences of the children as relevant and interesting as possible in order to motivate and inspire them to learn. Therefore, we deliver our curriculum in a “topic-based” way which includes as many subjects as possible. A detailed long term plan is in place which ensures continuity and progression throughout each area of the curriculum. We review our long-term plan regularly. Literacy and Numeracy are planned on a weekly basis for each class. Learning activities are differentiated and take into account the varying needs of the children in each class. All other subjects are planned for at the start of each term. The planning is very thorough and includes links to key skills and reference to appropriate resources.

Children with Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If necessary, the curriculum is adopted, in order to meet the needs of all

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pupils. Please refer to our Special Educational Needs Policy for more information about our SEN provision.

Key Skills

We integrate key skills into our curriculum, both at the long, medium and short term planning stage. Please see our planning documentation for more details.

The Role of the Curriculum Subject Leader

For more information please refer to appendix 1

Monitoring and Review

Our governing body's school improvement sub-committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews curriculum areas according to the priorities of the School Improvement Plan. The deputy headteacher is responsible for the day to day organisation of the curriculum. The headteacher and senior leadership team monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum. Curriculum subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used, leading individuals and staff meetings where appropriate.

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Subject Leader Responsibilities

All subject leaders at Brompton-on-Swale CE Primary School are expected to undertake the following duties during the course of an academic year:

- Create an action plan for the subject, which outlines priorities for the year ahead.
- Scrutinise teachers' and HLTAs' planning, pupils' work and feedback to staff
- Liaise with the senior leadership team (SLT) to look at data, such as progress and expectations data, in order to ensure that children achieve well in the subject.
- Ensure that the statutory requirements of the National Curriculum are covered for their subject by keeping this aspect of the school's long term planning up to date.
- Ensure that any funding that is linked specifically to the subject is spent appropriately, with due diligence and has impact on the children's learning.
- Keep up to date with latest curriculum changes and disseminate via staff meetings as necessary
- Be pro-active in the sharing of good practice, both via good education resources (such as apps, websites, software and teacher-made resources) and through pedagogical exchanges within and outside our school walls.
- Ensure that resources for the subject are appropriate.
- Assess levels of subject knowledge among staff, deciding if training is needed and implementing professional development alongside the school's SLT.

Subject Leaders should prioritise their data analysis in the autumn term. This should inform the writing of the subject action plan (also an autumn term task). Other activities should be planned from this starting point.

Key Questions

The following is a short list of key questions that subject leaders may be asked as part of an inspection. Can you answer them in relation to your subject?

1. What are standards like in your subject? How well do children meet the National Curriculum expectations for their age group and how well do they progress?
2. How well do vulnerable pupils do in your subject? What have you done to narrow the gap?
3. How do you know that the children are receiving their statutory entitlement as outlined in the National Curriculum?
4. What are your priorities for improvement for this year and why?
5. How do you monitor the standard of teaching and learning in your subject?

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