

Great Waltham C of E VC Primary School

Curriculum Statement



Our Christian vision is underpinned by Jesus' example of love for all and is summarised in 1Corinthians 16:14.

‘Let all that you do be done in love.’

WE ASPIRE for all our children to be confident, happy and caring individuals, to love as Jesus shows us and to develop a love of learning, living responsibly in God's world.

At Great Waltham C of E Primary School, we have designed a broad and balanced curriculum. This is an ever evolving process which naturally considers the needs and characters of our children, their experiences and the community which we live in. Our vision underpins everything we do and this statement should be read in conjunction with our equality objectives. Our curriculum and pedagogy is built on national education research findings so that children remember more, understand more and consequently learn more over time. This enables all children to learn and develop their skills to the best of their ability. We promote a positive attitude to learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning. We work within an inclusive environment promoting Christian values and Spiritual Development. These permeate all aspects of school life alongside our Life Long Values – ASPIRE (Aspiration, Strength, Perseverance, Integrity, Responsibility and Empathy) enabling us to help every child achieve their full potential by equipping them with a feeling of self-worth, a respectful attitude towards others, an excitement for learning and an enthusiasm for life.

1. Introduction

The curriculum is all the planned activities that we as a school 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 experience of our 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, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

2. Values

Our school curriculum is underpinned by the values that we hold dear at our school. 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.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment and aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

3. Aims and objectives

The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- to become independent learners;
- to teach children the basic skills of English, Mathematics and Computing;
- to enable children to be creative and to develop their own critical thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage British values;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum (2014) and the Locally Agreed Syllabus for Religious Education;
- to teach children to have an awareness of their own spiritual development, understanding right from wrong;
- to help children understand and value the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves, high self-esteem, and to be able to live and work co-operatively with others.

4. Organisation and planning

We plan to deliver the curriculum allowing all pupils to flourish and it is based on the requirements of the National Curriculum 2014. These can be found on the National Curriculum website:

www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4

KS1 teachers plan for learning in discreet year groups. In KS2 teachers' plans are based on a four-year cycle which ensures pupils in our mixed year classes do not repeat topics. A cycle map indicates which topics and related National Curriculum objectives are taught in each term. Our curriculum is thematic with a cross-curricular approach to enable 'joined up/purposeful' learning to take place. We have reviewed our long-term plan to ensure coverage across the Key Stages. These long term cycle maps are planned in staff meeting and INSET days.

With our medium-term plans, we give clear guidance on the objectives, teaching strategies and key thinking skills that we use when teaching each topic. We teach all subjects using the National Curriculum (2014). This ensures progression in learning and provides children with many opportunities to consolidate learning. Our medium term plans show the objectives being taught and how the children will learn, i.e. the activities that they will undertake and the skills that they will develop. From these medium term plans, teachers produce 'Topic Webs' each term that are available for parents and carers to view on our school website. Consequently, healthy discussions can take place at home to reinforce learning.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives and success criteria for each session, and to identify what resources and activities we are going to use in the lesson. Weekly plans are written for English and Maths, showing adaptations for groups of children with different abilities. A weekly plan shows what other areas of the curriculum and objectives are being covered. They also show the teaching activities and differentiation within these lessons.

5. Children with SEND

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 only after the parents of the child have been consulted in partnership with our SEND Leader and where appropriate advice has been sought from external agencies, i.e. the Educational Psychologist. If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, the class teacher makes an assessment of this need. In most instances, the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. However, where additional resources/support is required the child will be placed on a SEN support. Children's special educational needs may be met by the use of intervention groups or one-to-one support from Learning Support Assistants and teachers.

The school provides a 'One Page Profile' for each of the children who are on the SEND register. This sets out the analysis of the need, strengths and areas for development and how these will be supported. Advice from the appropriate external agencies is incorporated into the profile.

6. The Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Years Development criteria and on developing children's skills and experiences, as set out in this document. We use Letters and Sounds as a phonic scheme, supplemented by Jolly Phonics activities. We use the Oxford Reading Tree reading scheme, supplemented with other resources in our library.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Foundation class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the pre-school providers in the area.

During the children's first term in the Foundation class, their teacher begins to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. This is both formal in the form of written reports and meetings and informal, phone calls to parents and 'drop-in' sessions.

7. Key skills

Our curriculum ensures progression in the following key skills:

- reasoning;
- enquiry;
- working with others and communication;
- improving own learning and performance;
- problem-solving and creativity
- computer skills

In our curriculum planning, our focus is to help children develop these skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

8. 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 core subject leaders non-contact time when necessary, so that they can carry out the duties involved with their role. Each subject leader has an 'Action Plan' to strategically lead the development in their curriculum area. 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 and that progression is planned.

9. Monitoring and review

Our governing body is responsible for monitoring the way the school curriculum is implemented. Governors review each subject area according to the policy review timetable and meet regularly with subject leaders.

The headteacher is responsible for the day to day organisation of the curriculum. The headteacher and senior staff monitor the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Subject leaders monitor the way their subject is taught throughout the school. They monitor long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed

Policy adopted by Governors:	March 2024
To be reviewed:	March 2028