



Christchurch Junior School

A member of Twynham Learning

Curriculum policy

Last amended April 2019 by Simon Adorian, Headteacher

Reviewed and Approved by Curriculum Committee 02.05.19

Ratified by the Christchurch Junior School LGB 08.05.19

Next review date April 2020

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out.

CURRICULUM POLICY

1. Vision and Aims of the school (*What is our curriculum intent?*)

To create a caring community of motivated young learners who develop the confidence, skills, attitudes and qualities to realise their full potential.

We want to be a school community where everyone:

- has high expectations and always gives of their best
- reaches their full potential as learners through stimulating teaching and a wide range of experiences
- builds on their strengths and talents and is motivated to succeed
- enjoys their learning and knows that their achievement is celebrated
- develops the skills to learn both independently and collaboratively
- benefits from a culture of mutual respect, care, fairness and tolerance
- contributes positively to the school, the local community and the wider world
- appreciates and cares for the environment
- is included and respects diversity
- feels happy, safe and secure
- understands their right to be individual and has a sense of self-worth
- takes responsibility for their own actions

These aims reflect a broad vision of the school curriculum comprising all the experiences – inside and outside of classrooms – that we plan for our pupils. They also presume that our children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. The school's curriculum is planned to meet the statutory requirements of the National Curriculum, the core aims of which are as follows:

Aim 1: The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

Aim 2: 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 range beyond the National curriculum specifications. The National Curriculum provides an outline of the 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.

2. Principles

The curriculum is designed to provide:

Breadth – of subject matter and learning experience

Balance – between styles and areas of learning

Relevance – to the needs of the individual and past and present experiences

Coherence – through links between different areas of learning

Equality of opportunity – removing barriers to learning and assessment and setting suitable learning challenges which respond to diverse learning needs

Access – taking account of individual needs and abilities and allowing teacher, parent and pupil led choices.

3. What do we want for our pupils? (*What impact do we want our curriculum to have?*)

- To develop the knowledge, skills and understanding identified in the National Curriculum and in our own curriculum planning
- To be inspired by and engaged in their learning.
- To become critical and reflective learners.
- To be able to work independently and with others.
- To develop the confidence and resilience to tackle challenges.
- To develop spiritual, moral, social and cultural values that serve them beyond their school experience. (e.g. tolerance, respect, appreciation of others' feelings).
- To develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources.
- To acquire and apply their skills and knowledge across the whole curriculum.
- To understand and respect diversity.
- To develop their creative potential.
- To develop the skills to solve problems.
- To understand how they can best improve their learning (e.g. through feedback and assessment).
- To feel valued as individuals and as members of a community.
- To understand others' points of view while being comfortable to develop their own opinions.
- To be aware of the styles of learning that best suit them.
- To behave in a considerate way and learn to become responsible for their actions.
- To care for and take pride in their school.
- To know how to apply the basic principles of health, hygiene and safety.
- To develop agility, physical co-ordination and confidence in and through movement.
- To be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- To make decisions about the ways in which they record and communicate what they have learned.
- To know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events.
- To have some knowledge of the beliefs of the major world religions.

4. How do we provide this? (*How do we implement our curriculum?*)

These aims have implications for the ways we plan, teach and assess. For example, we need to consider the best ways:

- to provide a broad, balanced and relevant curriculum with equal entitlement for all our pupils;
- to plan a coherent curriculum where there are meaningful links between different subjects and children are able to build on their learning in different areas;
- to plan opportunities for a range of outcomes, eg written, spoken, creative and practical so that children can have some autonomy in the way they represent and record what they have learned;
- to provide opportunities for pupils to develop key skills, to ask and answer big questions;
- to provide specialist and expert teaching in areas of the curriculum where it is particularly appropriate (eg music, physical education, computing, modern foreign languages). This can be best provided through careful timetabling;
- to monitor effectively the curriculum provision and also the progress of all children (and different groups of children). This is the responsibility of subject leaders;

- to implement the SEND Code of Practice and make reasonable adjustments to our provision to support for children with special needs;
- to set suitable learning challenges for all children, including extension and challenge for our high attaining pupils;
- to provide useful assessment to pupils and their parents, including constructive feedback on achievements and suitable targets or “next steps”;
- to support subject leaders in their roles of leading, managing and monitoring their curriculum areas;
- to review and develop our curriculum in line with our local partner schools so that our pupils experience continuity and progression through the 3 phases;
- to make the most of local opportunities to support children’s learning, eg visits to local events and sites or inviting members of the community to enhance our curriculum;
- to promote British values to ensure children are prepared for life in modern Britain.

5. What can we do to maintain high quality teaching and learning?

- Maintain it as whole school priority. Our School Development Plan priorities reflect that this is our core purpose. CPD and Performance Management are all important means for staff to reflect on and improve practice.

*The main thing is
to keep the main thing
the main thing. (Stephen Covey)*

- The school’s self-evaluation cycle builds in opportunities for Governors, Headteacher and Deputy Headteacher to meet with subject leaders to review the strengths and priorities for development in our curriculum and its delivery.
- Subject leaders play a vital role in advising colleagues in the planning, delivery and assessment of our curriculum. Subject policy documents should contain a statement on teaching and learning styles with practical guidance for colleagues. They have a responsibility for monitoring.
- Regular opportunities for monitoring and peer observations can promote an exchange of ideas about “what works best”. Subject leader monitoring and performance management lesson observations should follow the same principles:
 - establish a focus of observation;
 - agree on a factual account of lesson;
 - relate key strengths and points for development to the focus of observation;
 - be honest and constructive.
- The school’s teaching and learning guidelines identify the principles for high quality pedagogy.
- We will continue to monitor and review standards of learning and teaching through our systems for performance management and monitoring pupil progress.

Equality Impact Assessment – Initial Screening Record

1. What policy is being reviewed?	Curriculum Policy
2. Upon whom will this impact?	The Christchurch Junior School Community

3. How would the work impact upon groups; are they included and considered?

The Equality Strands	Negative impact	Positive impact	No impact
Minority ethnic groups			√
Gender			√
Disability			√
Religion, faith or belief			√
Sexual orientation			√
Transgender			√
Age <small>(N/A to pre-school and school children)</small>			√
Rurality			√

4. Does data inform this work, research and/or consultation, and has it been broken down by the equality strands?

	NO	YES	Uncertain
Minority ethnic groups	√		
Gender	√		
Disability	√		
Religion, Faith or belief	√		
Sexual Orientation	√		
Transgender	√		
Age	√		
Rurality	√		

Does the initial screening highlight potential issues that may be illegal? NO

Further comments:-

Do you consider that a full Equality Impact Assessment is required? NO

Initial screening carried out by Curriculum Committee on 25.04.18.

Comment by Headteacher: