



West Hill Primary School

CURRICULUM POLICY

Let's shine together

Our vision is a school where everyone shines

What we do and encourage as a school family;

Achieve – excellence in teaching and learning which excites and inspires our children to be the best they can be.

Happiness – smiling, engaged and articulate children who are listened to, encouraged and given every support to maximise their own individual potential.

Friendship – children who are kind and caring towards each other, building lasting friendships.

Respect – a respect for people, each others' beliefs, our environment and all living things.

Responsibility – independent, creative thinkers who have the confidence to be responsible for themselves, their behaviour and for others.

Co-operation – working together, listening and valuing others' opinions within the school family and the wider community.

This policy was adopted by West Hill Primary School Governing Board on
28th November 2018

Date of Review	Body responsible for review	Date of next review
19.10.2017	FGB	Autumn 2018
28.11.2018	FGB	Autumn 2019

STATEMENT OF SAFEGUARDING CHILDREN

At West Hill Primary School, our school community has a duty to safeguard and promote the welfare of children who are our pupils. This means that we have a Safeguarding Children and Child Protection Policy and Procedures in place which we refer to in our prospectus. All staff including our volunteers and supply staff must ensure that they are aware of our procedures. Parents and carers are welcome to read these on request.

Sometimes we may need to share information and work in partnership with other agencies when there are concerns about a child's welfare. We will always ensure that our concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that this is not in the child's best interests.



INVESTORS
IN PEOPLE



SCHOOL
MEMBER

Rationale:

We believe it is vital for the school to have a Curriculum Policy so that activities can be designed which further the well being and the personal and social development of the pupils and prepare them for the opportunities, responsibilities and experiences of adult life. The management of the school curriculum enables the school to raise standards, establish an entitlement for all pupils, establish teachers' expectations in each area of the curriculum, and promote public, and particularly parents' and carers', understanding of the curriculum.

The Curriculum Policy:

- sets the school curriculum at the centre of the school's Strategic and Operational Management Plans;
- sets the school curriculum at the centre of the School Development Plan
- secures equality of access and opportunity for each pupil;
- informs the development and use of staff, equipment and other resources.

Aim

To manage the curriculum effectively in accordance with the vision and aims of the school in order to meet the needs and aspirations of its pupils.

Objectives

1. To maintain a written policy for the effective management of the curriculum.
2. To allocate responsibilities for curriculum management clearly and appropriately.
3. To maintain an effective school curriculum informed by the school's curricular aims and principles, which meets statutory requirements.
4. To group pupils according to a clear and appropriate rationale, which promotes the school's vision and aims.
5. To express the curriculum in the form of policies, schemes of work and lesson plans.
6. To enrich the curriculum with a programme of extra curricular activities.
7. To resource the curriculum appropriately.
8. To improve curriculum provision continuously through a process of review.
9. To monitor and review on a regular basis the policy and procedures for curriculum management.

Objective 1. To maintain a written policy for the effective management of the curriculum.

The School Curriculum Statement sets out the school's curricular aims and principles and the manner by which statutory requirements are met. There is also a school Collective Worship policy.

Objective 2. To allocate responsibilities for curriculum management clearly and appropriately.

The Governing Board is responsible for approving the School's Curriculum Statement and Policies for each curriculum area, after they have been formulated by teachers and discussed with the Curriculum Lead Governor, responsible for the curriculum area.

The headteacher is responsible for ensuring that long-term, medium-term, weekly and daily planning provide for pupils to engage in a wide range of challenging learning experiences, taking account of the learning needs of all pupils and that effective teaching motivates and inspires all pupils to achieve their best work.

After consultation with other members of staff, subject leaders are responsible for writing Schemes of Work (medium-term plans), and providing guidance to other teachers in drawing up lesson plans. Individual teachers are responsible for drawing up and carrying out detailed study units and individual lesson plans, based upon those Schemes of Work, outlining objectives, learning opportunities (including use of Computing where appropriate), and methods of assessment.

The headteacher and subject leaders are responsible for monitoring the quality of teaching and learning in each area of the curriculum.

Subject Leaders take responsibility for the following subjects:

English
Mathematics
Science
The Arts
Art and Design
Design Technology
Geography
History
Computing
Music
Physical Education
Religious Education
Modern Foreign Languages
Personal, Social, and Health Education (including Citizenship)

To develop staff confidence and competence in teaching each subject, the subject leader will attend appropriate staff development activities, including subject conferences where appropriate; identify with the headteacher whole-school training needs as a result of the Monitoring and Evaluation programme and performance management; arrange for appropriate advice and information from Staff Development activities and other sources to be disseminated, and where appropriate to be included in improvement planning and turned into practice; arrange, where appropriate, school-based training.

Other areas of responsibility are assigned for:

Environmental Education
Multicultural Education
Early Years Foundation Stage
Special Needs and Disabilities
Gifted and Talented Pupils
Assessment
Staff Development
First Aid
School Grounds
Health and Safety
Forest School
Eco-Schools
Internal Display
Liaison with Pre-School
Liaison with Other Schools
Liaison with Village Hall
Library

One teacher has a TLR (Teaching and Learning Responsibility) for 'leading & managing pupil development standards & achievement across the curriculum & across the school'. The Headteacher is the Gifted and Talented Co-ordinator. The Arts Leader has a TLR (Teaching and Learning Responsibility) for 'Creativity, Excellence and Enjoyment'

Objective 3. To maintain an effective school curriculum informed by the school's curricular aims and principles, which meets statutory requirements.

The School Curriculum Statement is reviewed annually. It is published in the School Prospectus and on the school website at: www.west-hill-primary.devon.sch.uk

Each year, the School Curriculum Priorities are set out in the School Development Plan. The School Staffing Structure and Self Evaluation Form are updated regularly, as well as the Teaching and Learning Policy.

The school is committed to provide a broad and balanced curriculum for all children which:

- promotes their spiritual, moral, social, cultural, mental and physical development;
- prepares them for the opportunities, responsibilities and experiences of adult life.

The curriculum for Key Stages 1 & 2 includes the National Curriculum subjects as specified in the Programmes of Study, together with Religious Education taught according to the Devon Agreed Syllabus, and a daily collective act of worship. The National Curriculum and Religious Education provide the basic building blocks for constructing the school's curriculum. The school acknowledges the flexibility afforded to it which enables it to fashion its own curriculum in a creative and innovative way, and takes these components as its starting point when designing and timetabling its curriculum – a curriculum which reflects the school's values, aims and aspirations and which is right for its children and the community it serves. The challenge is to customise this basic entitlement to learning, and, in the context of Government policies and initiatives, create its own distinctive and unique curriculum to reflect its aims and priorities.

Objective 4. Grouping Policy

A) Class Placement Policy

There are 6 "statutory age" years plus reception year (Early Years Foundation Stage) in which there is one point of entry through the year, in September.

The following criteria should be used in determining class groupings and placement of children:

- a) Class sizes should be more or less equal and grouped as single year groups.
- b) As far as possible, movement between classes during the year is avoided.
- c) As few age groups as possible should be split between classes whilst observing a) and b) above.
- d) If an age group has to be divided, date of birth and performance should be used in deciding placement.
- e) Key Stage 1 and Key Stage 2 children should be educated in different classes.

B) Grouping within Classes

See the School Curriculum Statement.

Objective 5. Policies, Schemes of Work and Lesson Plans

Policies are developed following a framework, agreed by staff and approved by governors, which is set out below.

Schemes of Work are drawn up by the subject leaders after consultation with staff, and show the means by which the National Curriculum Programmes of Study are followed in the school.

Lesson Plans are drawn up by individual teachers. These should meet statutory requirements and the aims, objectives and principles of the School Curriculum Policy for all lessons, and should be derived from the Schemes of Work.

Schemes of Work are reviewed regularly and developed in the light of experience and the needs of the school at any given time.

Subject policies follow the following framework:

- A. Rationale
- B. Aims
- C. Objectives
- D. Principles of Teaching and Learning
 - a) Differentiation and Special Needs
 - b) Breadth and Balance
 - c) Variety
 - d) Relevance
 - e) Cross curricular skills/themes
 - f) Continuity and Progression
- E. Curriculum Design (if appropriate)
- F. Assessment Recording and Reporting
- G. Resource Planning
- H. Role of the Subject Leader: Leadership
- I. Further Policies (if appropriate)
- J. Safety (if appropriate)
- K. Review

Lesson Plans clearly set out teaching objectives and assessment of how effectively pupils have met these objectives.

Planning will:

- a) incorporate the Early Learning Goals, the National Curriculum Programmes of Study and the Agreed Syllabus for Religious Education
- b) set out clear objectives.
- c) be informed by ongoing teacher assessment, results and analysis of results, including question level analysis
- c) summarise what pupils will do and the resources they will need.
- d) show how knowledge and learning can be extended and the work differentiated.
- e) provide opportunities for children to work in groups, individually, pairs and as a class as appropriate for optimum progress.

Objective 6. To enrich the Curriculum with a Programme of Extra-Curricular Activities

Lunchtime and After School Clubs and Activities

Such activities are arranged to extend activities already undertaken as part of the National Curriculum or to introduce further leisure or sporting activities for the benefit of all pupils - or of pupils of appropriate ages within limits of safety and manageable numbers.

The following type of activities could be arranged, at appropriate times: gardening, dance, drama, computers, football, netball, tennis, tag rugby, Bridge, art, environmental art, poetry, craft, cycle training, French, Spanish, African drumming, ukulele. Such activities are usually arranged without charge to the pupils. However, there is a charge for attendance at some clubs, such as Chris Webster Football and French Club.

These rely completely upon members of staff and volunteers. Time is given freely and without recompense by school staff and/or voluntary helpers.

All voluntary helpers directly involved with children are investigated through the DBS (Disclosure and Barring Scheme) for possible criminal background under the School's Safeguarding Children and Child Protection Policy.

Other Activities

Music lessons are arranged through The King's School, Ottery St. Mary and Music Devon or through other private arrangements. These usually take place during the school day, including lesson times, and are undertaken on the understanding that children may miss other lessons as a result of their parents' choice to arrange lessons.

The cost of both sets of arrangements above are met by the parents whose children are involved, meeting the cost of tuition and administrative time.

Objective 7. To resource the curriculum appropriately

As part of their monitoring and evaluation activities, subject leaders review the resources available in school, and during the Autumn Term, put forward an expenditure plan for the following financial year.

Objective 8. To improve curriculum provision continuously through a process of review

The headteacher and governing Board agree the School Development Plan and the priorities for curriculum improvement. This results from the findings of the ongoing School Self-Evaluation programme and includes the results of specific curriculum results analyses, including School Pupil Tracker Online (SPTO) and Analyse School Performance. Issues arising from Ofsted and/or LA monitoring also become priorities for curriculum improvement. Other priorities for improvement are introduced from time to time, such as Eco-Schools and Sainsbury's Active Mark.

Aspects of the four core areas of English, Mathematics, Science and Computing are reviewed in each financial year, and aspects of all other subject areas reviewed as needs are identified, but no later than three years from the last review.

The School Development Plan identifies how information is to be gathered, how that information is to be used to inform strategic planning. The school's strengths and areas for development are kept under constant review, as are areas for development and issues to be addressed by individual teachers, subject leaders and the whole school.

Objective 9. To monitor and review on a regular basis the policy and procedures for curriculum management

This policy and procedures for curriculum management will be reviewed in accordance with the cycle of policy review within the School Development Plan.

This Policy should be read in conjunction with West Hill Primary School's Curriculum Statement and the policies for:

- **Safeguarding Children and Child Protection**
- **Positive Behaviour and Discipline**
- **Individual curriculum subjects**

