



**BUXTON INFANT SCHOOL**

Headteacher: Jude Boyd



# **CURRICULUM POLICY**

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**This policy was reviewed by the Governing Body on 13<sup>th</sup> July 2017**

**It will be reviewed July 2019**

**Signed:**

**Date:**

# Curriculum Policy

## Introduction/Rationale

The curriculum is the totality of a pupil's learning experience. At Buxton Infant School, we believe that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability.

The curriculum is comprised of the National Curriculum and the wider curriculum, the latter of which includes a whole range of activities that the school organises in order to enrich the experience of the children. It also includes what the children learn from the way they are treated and expected to behave.

## Aims

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 can achieve their potential.

We aim to ensure the children have a range of learning experiences that challenge, stimulate and promote their thinking and learning.

## Objectives

- To enable all children to learn and develop their knowledge, skills and understanding 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 teach children necessary skills in literacy, numeracy, science and Computing.
- To teach children to have an awareness of their own spiritual and moral development, through carefully taught values.
- To enable children to be creative and to develop their own thinking.
- To promote physical and mental development and an awareness of the importance of a healthy lifestyle.
- To teach children about their community on a local, national and global context in terms of its religious, ethnic and socio-economic characteristics and how this community has changed over time.
- To develop the personal and social skills of each child.
- To develop children's understanding of their role as a British citizen in the 21<sup>st</sup> century.

## The Organisation of the Curriculum

- The curriculum is taught through discrete subjects and linked topic areas.
- Each subject has a scheme of work demonstrating the outline of skills, knowledge and understanding to be taught in each year group. These are sometimes published schemes e.g Music Express or National or local guidelines e.g Revised Syllabus for R.E.
- Long term plans are based on the national frameworks for Literacy and Maths and school or published schemes of work. They outline the content of work to be covered in each subject to ensure that pupils receive full coverage over years one and two.
- Medium term plans demonstrate the topic focus and how particular subjects support the focus. Project planning also demonstrates objectives linked to developing children's critical learning skills such as team working and collaboration. Subjects such as R.E, PHSE, P.E and Music tend to be taught as discrete subjects. Plans also demonstrate cross-curricular links e.g. when a

Literacy objective is pertinent to a Geography lesson and also highlight references to SMSC (Spiritual, Moral, Social and Cultural) education.

- Short term planning is carried out in detail for English and Maths. Project plans produced on a weekly basis focus on one subject area to be taught as a focus with supporting activities on each day of the week. We try to block lessons together with the same focus e.g Science may have a 2 week focus and then be practised through independent activities whilst giving way to DT taught focus. In this way children are able to continue their learning in a coherent way rather than being restricted by single subject timetabling.
- The children are often taught in mixed ability groups but setting does take place particularly in Maths and Literacy. This enables the teaching to focus on a particular level of ability. The children are often taught in mixed ability groups, but setting does take place particularly in Maths and Literacy. This assists staff in differentiating between different levels of ability, and ensures that all children are given the greatest possible chance to succeed.

### **The Foundation Stage**

The curriculum that we teach in Reception meets with the requirements set out in the Statutory Framework for the Early Years Foundation Stage (April 2013). Our curriculum involves activities and experiences from seven areas of learning and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities.

Teaching in Reception builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the local pre-school groups. We are fortunate to be able to have direct links with the privately funded Nursery on site.

During the first four weeks in school, the teacher makes a baseline assessment 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.

### **The Role of the Subject Co-ordinator**

The role of the subject co-ordinator 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 co-ordinators a degree of non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject co-ordinator 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 co-ordinator reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

### **Monitoring and Review**

Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area as appropriate.

A governor has been identified for each area of the curriculum and visits the school to meet with the subject coordinator, observe, at least on an annual basis, and then inform the governors of developments in these areas.

### **Equal Opportunities**

All children will be given equal access to the curriculum irrespective of race, gender, creed, level of ability or nationality.

Adopted by the governing board of Buxton Infant School on **13<sup>th</sup> July 2017**