



**Ladybridge
Primary School**

Curriculum Policy (NON-STATUTORY)

Review Date:	Reviewed by:	Amended?	Ratified:
Policy Week 2-6 October 2017			

Other Information:	
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Overview

Throughout the school, much of the curriculum that the children follow and study is through a thematic and cross-curricular approach.

Some subjects are taught discreetly, but where possible we try to connect and link learning. We believe in providing and maintaining a broad, balanced and varied curriculum, that gives equal value to all learning and all subject areas.

A high priority is given to speaking and listening as part of language development, encouraging confident readers and writers.

Every effort is made to ensure that our curriculum is engaging, enjoyable, relevant and enables pupils to 'connect' with their world.

Aims and Objectives

Children at Ladybridge have the opportunity to:

- * Learn, develop and refine the basic skills of Reading, Writing and Mathematics
- * Apply their basic skills across a range of subjects and through problem solving and challenges
- * Learn about the curriculum through a wide range of first-hand and practical experiences
- * Take risks, and understand how, when and why this is important part of learning.
- * Learn about themselves as learners, and understand how to learn effectively
- * Understand the importance of, and develop positive attitudes to, the different areas of learning
- * Develop a wide range of communication skills, through working alone and with others.
- * Improve their own performance, through self, peer and adult evaluation and intervention
- * Access all statutory requirements of the National Curriculum and the locally agreed syllabus for RE
- * Learn about British values

Equal Opportunity

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability.

Organisation

English and Maths are mostly taught during the morning sessions, and should take place every day.

From September 2016, all other subjects will be organised in 'blocked' weeks. These intensive/accelerated learning weeks will enable every afternoon to be spent focused on one particular subject: Afternoon Excellence programme (AEP). This type of organisation will help ensure appropriate balance across the curriculum, whilst also enabling greater focus on improvement and progress.

Foundation

In Reception, children continue their pre-school experiences, with learning through play. Children follow the Foundation Stage Curriculum, this is made up of:

three prime areas

- Communication and Language
- Physical development
- Personal, Social and Emotional Development

four specific areas (through which the three prime areas are strengthened and applied)

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

Key Stage 1 and Key Stage 2

All children are taught the 10 subjects of the National Curriculum:

Core subjects	- English	Foundation subjects	- Design Technology
	- Maths		- Art
	- Science		- Music
	- Computing		- P.E.
			- History
			- Geography

R.E and P.S.H.C.E (Personal, Social, Health and Citizenship Education) also form an important part of the curriculum.

Assessment

We use a range of continual assessment methods and strategies, enabling us to monitor and support children as they progress. Questioning is used extensively to probe and extend understanding. Supportive and constructive feedback is provided to all pupils. Assessment is used as a diagnostic tool that informs future learning. Pupils are supported in assessing their own work and in identifying targets for improvement.

There are a number of summative assessment tests/tasks that pupils complete at the end of specific topics/areas of learning.

At the end of Year 6, children sit national tests called SATs, which measure standards in Maths and English.

Differentiation/Challenge

In providing effective learning opportunities for all pupils, teachers may modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage.

Differentiation through intervention is an effective strategy in providing relevant and appropriate challenges for all pupils and should be identified and detailed in short-term plans.

Role of the subject/pupil leader (middle leadership role)

- * Subject leadership is arranged as follows: English, Phonics, Maths, Science, Computing, Foundation Subjects. If a teacher is not assigned a subject to lead, they are responsible for leading a pupil group: Disadvantaged, SEND, EAL/Ethnicity
- * Where possible, every effort is made to ensure subject leaders work together in leadership subject teams.
- * To provide professional leadership and management for a subject/pupil group to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils.
- * A subject/pupil leader provides leadership and direction for the subject/pupil group and ensures that it is managed and organised to meet the aims and objectives of the school and the subject/pupils.
- * While the HT and governors carry overall responsibility for school improvement, a subject/pupil leader has responsibility for securing high standards of teaching and learning in their subject/for their pupil group as well as playing a major role in the development of school policy and practice.
- * Throughout their work, a subject/pupil leader ensures that practices improve the quality of education provided, meet the needs and aspirations of all pupils, and raise standards of achievement in the school.
- * A subject/pupil leader plays a key role in supporting, guiding and motivating teachers of the subject/pupil group, and other adults. Subject/Pupil leaders evaluate the effectiveness of teaching and learning, the subject curriculum and progress towards targets for pupils and staff, to inform future priorities and targets for the subject.
- * A subject/Pupil leader identifies needs in their own subject and recognises that these must be considered in relation to the overall needs of the school. It is important that a subject/pupil leader has an understanding of how their subject contributes to school priorities and to the overall education and achievement of all pupils.

Role of the Class Teacher

- * Teaching and developing the Key Stage plans into more detailed schemes of work that ensure that pupils are taught the statutory requirements of the National Curriculum.
- * Resourcing the curriculum. Exploring ways in which enrichment activities can be utilised (including visitors and trips/visits)
- * Evaluating and modifying schemes of work as appropriate.