



**GREAT FINBOROUGH
CHURCH PRIMARY**

Curriculum Policy

Prepared by:	S Baldry
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Chair of Governors:	
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Date of next review:	As required

Great Finborough Church Primary

Curriculum Policy

Aim

At Great Finborough CEVCP we aim to deliver a skills based curriculum which is relevant, engaging and which involves the children in the steering of their learning journeys. Our goal is to teach children how to learn and to empower them with the skills and desire to become lifelong learners.

Our curriculum meets the statutory requirements of the National Curriculum 2014 and the EYFS and will be adapted to accommodate any future changes in breadth of study requirements.

Driving forces

Our curriculum is driven by the passions that make our school unique –we carefully weave together quality first teaching of the National Curriculum with exciting opportunities for enrichment and motivation and the core values of the Christian Faith.

Cross curricular learning

Our curriculum is delivered largely through ‘themes’ which pull together subject areas, enabling cross curricular teaching where possible. Subjects which don’t fit easily into particular themes can be taught as ‘stand- alone’ subjects to prevent the use of tenuous and contrived links.

Curriculum content

Teachers will set the theme titles and ‘learning destinations’, ensuring curriculum content coverage and regular and repeated application opportunities for key skills. Class curriculum maps are used to ensure all areas required by the national curriculum are met.

Key skills

Ours is a skills based, ‘spiral curriculum’. Core skills in communication language and literacy, problem solving reasoning and numeracy and ICT are taught in a thorough and explicit manner, where possible through the medium of the theme to engage and motivate the children. These key skills are regularly revisited through all areas of the curriculum giving children many varied opportunities to use, apply and retain what they have learnt. Each time the key skills are taught there is clear progression followed again by further opportunities to use and apply, with an expectation that standards are maintained across all curriculum areas. Any particular areas of core skills identified through assessment as needing extra coverage will be revisited and applied more regularly throughout the curriculum.

Delivery

Teachers provide relevant and engaging starting points for learning, often in the form of experiences, artefacts, visits, or questions. Children are encouraged to develop their own interests and make choices within the chosen theme. They are supported in following their own lines of enquiry, individually or in groups to enable them to be motivated by a desire to enquire. They are encouraged to present their work in a range of ways, to develop a vibrant and informative record of their learning journey which clearly demonstrates their application of key skills across the curriculum. Children are encouraged to use a variety of learning styles, but care is taken that children do not rely too heavily on one preferred style, to the detriment of their development of other ways of learning.

Planning

In planning for learning, we consider the needs and interests of individual cohorts rather than following set 'schemes of work' and take care to check that as children move through our mixed year group classes they have received their full curriculum entitlement in all subject areas.

We recognise that teachers work in different ways and have their own teaching style. We believe that this adds to the richness of the learning experience at Gt Finborough. Teachers make their own choices about how they approach planning, and how their classes run on a day to day basis, but are united in their commitment to the underpinning principles of the curriculum outlined in this policy. Support for planning is available in the form of skills lists available to all staff, the National Curriculum 2014 document and the EYFS curriculum document .

The role of the adult

The adult has many roles to play in our curriculum. Of course they are primarily there to teach and to lead the learning, but our particular curriculum requires the adult also to act as a facilitator of child initiated learning, often taking a step back to listen, observe and then to provide appropriate resources, experiences or activities to allow learning to move forward . In this approach teachers seek opportunities for the application of key skills and the extending of knowledge and understanding.

Explicit subject coverage

Whilst much of the theme is approached in a cross curricular manner we are aware that children need to develop an understanding of the subject disciplines, and this is made explicit in the way the aspects of the theme are presented to the children. Children are told that 'As geographers they will be studying and as scientists they will be investigating'. Teachers will where possible make links to professionals and roles in the wider community to give a relevant context for this understanding.

Inclusion

Our curriculum is accessible to all children. Through careful planning , differentiation and support teachers make sure that barriers to learning are removed wherever possible. Key skills are taught at a level appropriate to the child, and where necessary children are offered intervention support to meet their learning needs. Our curriculum values learning and ability across all areas , recognising the skills and strengths of all individuals.

Monitoring

Our curriculum is regularly monitored by the curriculum leader and overseen by the headteacher and curriculum committee of the governing body. The curriculum leader monitors the delivery of the curriculum through pupil perception meetings and scrutiny of learning journeys/ subject books.

Assessment

Children's achievement within our curriculum is measured according to the school assessment policy.

Accountability

The curriculum leader and head teacher are accountable to the Governing Body for the provision and monitoring of the curriculum. The curriculum leader sits on the curriculum committee and reports to this committee on the progress of the curriculum. Curriculum governors will also observe the curriculum through visits to the school, as defined in the monitoring schedule.

Review

The curriculum policy will be reviewed as required.

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