



Aim High; Be Resilient; Take Care of Each Other

Carey Federation - Curriculum Policy

Policy Updated: September 2018

Next Review: July 2020

1. Introduction

In the Carey Federation our curriculum is designed around and underpinned by our school motto:

Aim High; Be Resilient; Take Care of Each Other

and our vision of the Carey Qualities:

In the Carey Federation, we are aspirational learners who build
Relationships by being **Resilient, Resourceful, Reflective and Respectful**

- 1.1. In both Ashwater and Halwill Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception. Our rigorous, well planned curriculum, which is combined with high quality teaching ensures that all children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the schools organise in order to enrich the experience of the children. It also includes the hidden curriculum, or what the children learn from the way they are treated and expected to behave. 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 achieve their true potential.

Across the Carey Federation we strive to enjoy our learning and make it fun whilst also being meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, who are respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

2. Values

2.1. Ashwater and Halwill Schools curriculum is underpinned by the values that we hold dear:

In the Carey Federation, we are aspirational learners who build
Relationships by being **Resilient, Resourceful, Reflective** and **Respectful**

2.2. The curriculum is the means by which the schools achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2.2. Our schools are in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England. These are the main values of our schools, upon which we have based our curriculum.

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our schools for who they are and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the children in our schools.
- We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations, as well as our own.

3. Aims and Objectives

3.1. The aims of our schools are:

To promote a culture that develops the Carey Qualities in our children. We do this by:

- actively exploring the meaning of each Carey Quality with the children
- nurturing the Carey Qualities through every aspect of school life
- praising children for their efforts in embracing the Carey Qualities

3.2. To achieve our aims, our curriculum is designed:

- To enable all children to learn and develop their skills to the best of their ability
- To promote a positive attitude towards learning, so that children enjoy coming to our schools and acquire a solid basis for lifelong learning.
- To teach children the basic skills of English, Maths, Science and Computing
- To enable children to be creative and to develop their own thinking
- To teach children about their developing world, including how their environment and society have changed over time.
- To help children understand Britain's cultural heritage.
- To enable children to be positive citizens in society
- To fulfil the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education
- To teach children to have an awareness of their own spiritual development and to understand right from wrong.
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.

- To enable children to have respect for themselves and high self-esteem and to be able to live and work co-operatively with others.
- To teach children through the use of the local area.

4. Organisation and planning

All teachers are responsible for planning, evaluating and teaching in their classes. Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children.

- 4.1. We plan our curriculum in three phases. The Nation Curriculum stipulates the expectations, which form long-term plan for each key stage across the twelve subjects, which are classified in legal terms as 'core' and 'other foundation' subjects. This indicates what topics are to be taught in each term and to which groups of children. We review our long-term plan on an annual basis.
- 4.2. With our medium-term plans, we give a plan that reflects the overarching topics that will be taught over a term.
- 4.3. Our short-term plans are adapted from the medium-term plans and indicate what will be taught on a weekly or daily basis. We use these to set out the learning objectives and assessment opportunities for each session, these allow teachers to identify what resources and activities are going to be used as part of the lesson.
- 4.4. The Reception Curriculum is planned on a yearly basis linking to the Prime and Specific Areas of Learning in the EYFS, this learning is heavily driven by the children's interests.
- 4.5. At Key Stage 1 and 2 the core and foundation subjects are mainly taught separately, although to enrich the children's learning, we are always working towards making learning links and connections with previous lessons where ever possible. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.
- 4.6. We are well aware that all children need the support of parents/carers and teachers to make good progress in school. We strive to build positive links with the parents/carers of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. This is achieved by formally meeting with parents/carers twice a term and with written reports being issued in the Spring term and of course, dialogue is actively encouraged throughout the year.

5. Children with special needs

- 5.1. All teachers understand the need to overcome potential barriers for individuals and groups of children. Therefore, curriculum planning is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so.
- 5.2. If a child has special needs, our schools do all they can to meet these individual needs in this instance we will always work closely with their families. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. However, if a child's need is more severe, we consider the child for Educational Health Care Plan and we involve the appropriate external agencies when making this assessment.
- 5.3. Ashwater and Halwill schools provide a My Plan for each of the children who are on the special register. This sets out the nature of the special need and outlines how the school will aim to

address the need. This is shared and reviewed termly, as a minimum, parent/guardian of that child.

- 5.4. Teachers will take into account the needs of pupils whose language is not English, including their age and length of time in this country. It is recognised that the academic ability of the child with English as an additional language may be in advance of their verbal communication skills in this instance teachers will plan teaching opportunities to help people develop their English speaking skills.
- 5.5. The named Send Co-ordinator will oversee that there are no barriers to SEN pupils achieving their full potential and that procedures are followed in line with the SEN Code of Practice.
- 5.6. Teachers meet formally with parents/carers once a term, although dialogue is actively encouraged throughout the year.

6. The Foundation Stage

- 6.1. The curriculum that we teach to the Reception children meets the requirements of the Early Years Framework, which is split into 3 Prime Areas (PSED, PD, CL) and 4 Specific Areas (KUW, L, M, EAD). Thematic topic based planning ensures children are given opportunities to reach the Early Learning Goals.
- 6.2. Our schools fully support the principle that young children learn through play, and by engaging in well-planned activities that are either child initiated, adult initiated or adult led. Teaching in the Reception class builds on the experiences of the children in their pre-school learning.
- 6.3. We do all we can to build positive partnerships with the Pre-Schools at Ashwater and Halwill Junction so that transition from preschool to Primary School is an enjoyable experience for children and their families.
- 6.4. We are well aware that all children need the support of parents/carers and teachers to make good progress in school. We strive to build positive links with the parents/carers of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing through the use of learning journeys.
- 6.5. Teachers meet formally with parents/carers once a term, although dialogue is actively encouraged throughout the year.

7. Key skills

- 7.1. The following skills have been deemed 'key skills' in the revised National Curriculum:
 - Communication
 - Application of number
 - Information technology
 - Working with others
 - Improving own learning and performance
 - Problem-solving
 - Investigative skills
- 7.2. We have agreed the key qualities of a learner we value and wish to promote through our curriculum. . These include the above key skills and form our vision and are known as The Carey Qualities:

In the Carey Federation, we are aspirational learners who build
Relationships by being **Resilient, Resourceful, Reflective** and **Respectful**

The words below, although not an exhaustive list, help explain what we understand by each Carey Quality.

Relationships	Resilient	Resourceful	Reflective	Respectful
Collaborate	Persevere	Be creative	Think critically	Be aware of others
Listen Communicate	Be self-motivated	Be curious	Question	Be kind
Be independent	Have self-belief	Be fascinated	Explore	Be honest
Be engaged	Be brave	Be imaginative	Review	Be polite
Show initiative	Take risks	Be safe	Respond to feedback	Be thoughtful
Concentrate	Challenge yourself			Take care of each other
Be independent	Bounce back			
Be self-confident				

- 7.3. We aim to promote a culture that develops the Carey Qualities in our children. We do this by:
- actively exploring the meaning of each Carey Quality with the children
 - nurturing the Carey Qualities through every aspect of school life
 - praising children for their efforts in embracing the Carey Qualities

- 7.4. In our curriculum planning we highlight the Carey Qualities, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these. Our schools believe that all children need to make good progress in these areas in order to develop to their true potential

8. The role of the subject leader as detailed in subject leader job descriptions

- 8.1. is to:
- provide a strategic lead and direction for the subject
 - support and offer advice to colleagues on issues related to the subject
 - monitor pupils progress in that subject area
 - provide efficient resource management for the subject

9. Homework

Homework is given in line with our school policy; the school procedures, which are given to parents at the beginning of each academic year, provides details of when it will be handed out and returned to school, Currently, all homework is given to the children in paper format.

10. Enhanced Provision

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular enrichment (clubs, visits, visiting speakers, sporting events etc.). In addition, we seek to enhance our pupils' learning through developing positive two-way relationships with our local community.

11. Resources

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to the EHT for approval, budgets ensure a high quality delivery of our curriculum.

12. Monitoring and review

- 12.1. Our governing body's Teaching and Learning committee is responsible for monitoring the way the school's curriculum is implemented. This committee reviews each subject area in its cycle of review and development.
- 12.2. The schools monitor curriculum areas through its two year rolling programme of Foundation Subject monitoring.
- 12.3. We have named governors for all areas of the school curriculum. The governors liaise with the subject leaders of these areas, and monitor closely how the schools teach these subjects.
- 12.4. Subject leaders monitor the way their subject is taught throughout their school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used.

This policy was revised during the Autumn Term 2018 by Ruh Alford

This policy is to be revised again in the Summer Term 2020.

Signatory:

Date: