



CURRICULUM POLICY

Our Curriculum Policy supports this vision for the school:

Checkendon Primary School is a dynamic Church of England school in which our Anglican Christian values of respect, courage, integrity, compassion and hope are at the heart of everything we do. We give every pupil the opportunity to develop their particular capabilities in our stimulating and caring environment where creative teaching and an inspiring curriculum lead to high-quality learning and outstanding achievement. We work in partnership with parents and the wider community to help every pupil make excellent progress, develop a lifelong love of learning and broaden their sense of citizenship, as they grow in mind, body and spirit.

Values

Our school curriculum is underpinned by the values of the school. We value **respect** and fairness. We aim to develop a culture of inclusion and diversity in which all members of the school community feel proud of their identity and participate fully in school life. *Treat others just as you want to be treated. Luke 6:31.* We value **courage**. We are a growth mindset school; we seek challenge, we are resolute in the face of adversity. *For God gave us a spirit not of fear but of power and love and self-control. 2 Timothy 1:7.* We value **integrity**. We are honest and learn to trust each other. *Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is pleasing, whatever is commendable, if there is any excellence and if there is anything worthy of praise, think about these things. Philippians 4:8.* We value **compassion**, care and kindness. *Just as each one has received a gift, use it to serve one another as good stewards of the varied grace of God. 1 Peter 4:10.* We value **hope**; we encourage everyone to look on the bright side, to be optimistic and thankful for all the good things in our lives. *Rejoice in hope, be patient in tribulation, be constant in prayer. Romans 12:12*

Aims

We are committed to the development of *growth mindsets* in staff and pupils and to high standards of teaching and learning in all subjects. Underpinned by our values (above), our school rules, ready respectful safe are key to all aspects of school life. Although the EYFS Statutory Framework and the National Curriculum for England form the basis of what is taught in the school, we believe that there is so much more to learning than this, and our curriculum is therefore designed to contribute to the development of the whole child. Questions form a key element in our planned curriculum. ***Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning Albert Einstein.***

We have designed a bespoke Checkendon Curriculum to

- enable all children to learn; to acquire knowledge and understanding to the best of their ability and to develop independent learning skills
- promote a positive attitude towards learning and the development of a *growth mindset*
- teach children the basic skills of literacy, mathematics and information technology
- enable children to be creative and to develop their own thinking
- fulfil all the requirements of the National Curriculum, the Statutory Framework for EYFS, and the Locally Agreed Syllabus for Religious Education
- teach children about their developing world, including how their environment and society have changed over time; to help children understand Britain's cultural heritage
- enable children to be active citizens and make a positive contribution to society
- teach children to have an awareness of their own spiritual development, and to understand right from wrong
- help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- enable children to develop self-confidence together with the ability to live and work co-operatively with others

Reception

During their year in the Reception Class children follow the Early Years Foundation Stage Curriculum and are assessed throughout the year using the Foundation Stage Profile. This is planned for and taught in six areas of learning: personal, social and emotional development; communication, language and literacy; problem solving, reasoning and numeracy, knowledge and understanding of the world, physical development and creative development. During their first term in school, children develop their social skills and an understanding of the expectations for good behaviour. They become involved in a wide range of practical activities, both indoor and outdoor. During this time, children also start to learn early mathematical and literacy skills. Emphasis is given to the development of vocabulary. Reading skills are introduced, including book knowledge, letter sounds and sight vocabulary. Once confidence in letter sounds is established, the children are given books and a reading record to take home.

Key Stage 1 and Key Stage 2

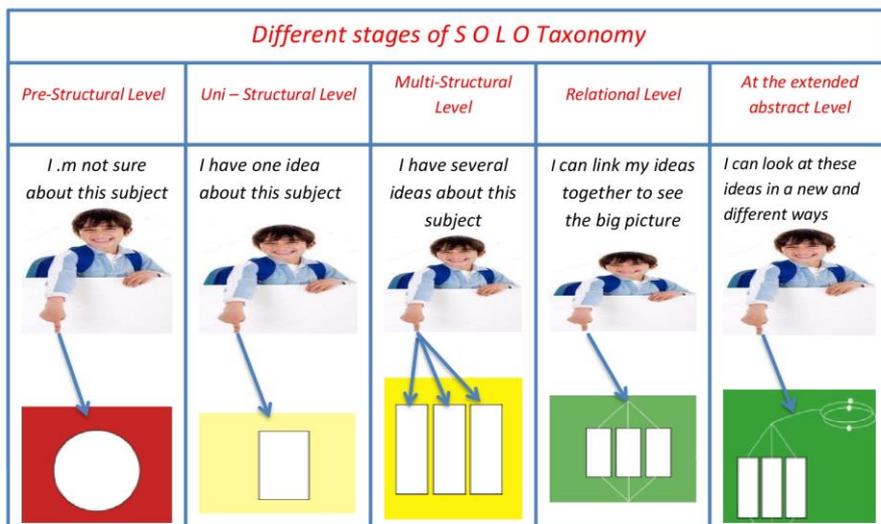
Mathematics and English lessons form a key part of teaching and learning in Key Stage 1 and 2 during the mornings, but there are also opportunities to develop mathematical skills, speaking and listening, writing and reading during the afternoons. A wide range of whole class texts are used to teach English and Michael Morpurgo is a key author in all classes. Whilst mathematics, PE, RE, French and PSHE are usually taught as weekly subject-specific lessons, science, computing, history, geography, art and design, and design and technology are taught as *learning projects*. Over a series of lessons beginning with a visit or visitor, an artefact, an activity, a book or video clip (*launch*) children have the opportunity to improve skills and develop knowledge and understanding with a clear purpose (*end product*) in mind. Lessons in these subjects are planned with reference to SOLO¹ taxonomy to ensure that all children are challenged according to their abilities. This approach is built around the principle of independent learning and requires deep thinking, encouraging learners to use a question as the starting point.

Most of the curriculum for physical, social and health education (PSHE) is planned to address the needs of each class; there are also designated days (e.g. E-Safety Day, Anti-bullying Week). Citizenship rooted in British values is taught as part of PSHE and in class and school council meetings. In addition to our regular timetables, the school plans special (*Kaleidoscope*) days dedicated to a particular theme or subject: for example, a P.E. topic (such as golf or orienteering), or a PSHE or citizenship topic (such as financial capability or healthy lifestyles). With our well-equipped school hall, playground and field, there are plenty of opportunities for a wide range of P.E. activities during the week. During the autumn term, pupils in Key Stage 2 have swimming lessons at The Oratory Preparatory School.

Each class enjoys a number of off-site visits every year, often at the beginning or end of a unit of learning. Many of the activities on the National Trust list of things to do are incorporated into annual planning. Year Six pupils have the opportunity to spend an exciting week undertaking outdoor adventurous activities at the Kilvrough Centre in Wales and Year Five pupils spend two days at Path Hill Centre near Whitchurch. Children have opportunities to take part in a large number of extra-curricular activities; there are usually clubs every day after school and some early mornings as well as lunchtimes. Activities offered vary from term to term but include a wide range of opportunities to develop skills in art, PE and music.

Parents have the right to withdraw their children from R.E. lessons and should notify the Headteacher in writing if they wish to do so.

¹ SOLO stands for *structure of the observed learning outcome*; it is an approach designed by educational psychologists John Biggs and Kevin Collis to scaffold higher-order thinking for pupils.



Children with special educational needs

Our curriculum is designed to be accessible to all the children who attend the school. Differentiation within lessons is key and teachers work with children, parents, the SENCo, SNA and head teacher, as well as outreach staff to provide an appropriate curriculum for children with SEND.

Partnership with parents

Children need the support of parents and teachers to make good progress in school. We strive to build positive links with parents by keeping them informed about what their children are taught, methods used in classes and the progress of their children. At the beginning of Term 1, 3 and 5 each class teacher produces a *Curriculum Newsletter* and there are Class Meetings for parents to discuss these. There are *Autumn* and *Spring Snapshot Reports* in October and February and Annual reports at the end of the year. Teachers meet parents on request and formal Parents' Evenings take place once a year. During Term 6 there are a series of introductory visits and meetings for children before they start school.

Monitoring and review

The head teacher is responsible for the day to day organisation of the curriculum and monitors planning to ensure that all classes are taught the full requirements of the National Curriculum and EYFS Statutory Framework. Designated teachers work on School Development Plan priorities to foster the development and improvement of the curriculum throughout the school. Subject statements, outlining key aspects of teaching and learning in different areas, are reviewed by teachers annually. There is also a Teaching and Learning Statement which is reviewed in the same way. The head teacher and FGB work together to develop curricular targets for the School Development Plan. Governors who are members of the Achievement Committee have an important role to play in monitoring the way the school curriculum is implemented.

Headteacher:

Chair of Governors:

Date Adopted: September 2018

Review Date: September 2019