



Meare Village Primary School

Curriculum Policy

Written by	Jan Fellows
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Signed – Head Teacher	

OUR CURRICULUM

At Meare Village Primary School we promote a safe, happy caring family atmosphere whilst delivering a broad and varied curriculum. The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children in our care. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas. 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.

Values

Our school curriculum at Meare Village Primary School is underpinned by the values that we hold dear. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Meare Village Primary School there are four key principles, upon which we have based our curriculum:

- **We recognise every child as a Unique Child:** Every child is a competent learner from birth who can be resilient, capable, confident and self-assured.
- **We provide an enabling environment:** The environment plays a key role in supporting and extending children's development and learning.
- **We acknowledge the value of all learning:** Children develop and learn at different rates and all areas of learning and development are equally important and interconnected.

- **We foster positive relationships:** Children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person.

Organisation and planning

The curriculum provided for our pupils will cover the following National Curriculum subjects:

- English
- Maths (for which we follow the White Rose planning and assessment)
- Science
- Art and Design
- Computing
- Design Technology
- Geography
- History (for which we follow the Big H planning)
- Music
- PE
- RE (for which we follow the Somerset Agreed Syllabus for Religious Education entitled, 'Awareness, Mystery and Value')
- Languages (French) (in Key Stage 2)
- PSHE

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

Our 2 year curriculum map indicates which subjects are taught in each term. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Staff in year groups, and subject leaders, have pulled together areas of learning from different curriculum subjects which contain similar themes or links. This allows for a more creative and cross curricular approach to learning and encourages children to apply skills in a variety of ways.

Medium term or 'Learning Quest' plans are written to ensure coverage of the foundation subjects. They include learning intentions and activities including entry and exit points.

Inclusion

Teachers set high expectations for every pupil. They plan stretching work for pupils whose attainment is above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to set targets which are deliberately ambitious.

The curriculum in our school 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 in consultation with the child's parents.

We have high expectations of the children and set high standards in all areas of the curriculum and school life. Please see below for information about our curriculum from Reception to Year 6.

Early Years Foundation Stage

As children start school our aim is to provide an atmosphere where they will soon feel confident, valued and secure. Reception children follow the Early Years Foundation Stage Curriculum (0-5 years) which is based around three prime areas of learning: communication and language; physical development; personal, social and emotional development, and four specific areas of learning which include literacy; mathematics; understanding the world; and expressive arts and design. These areas of learning link directly into the primary curriculum and provide an excellent foundation and smooth transition into Year One.

Phonics and Reading

All children in Key Stage One receive daily phonics teaching. We use the DfE's 'Letters and Sounds' as the basis for this but have recently adapted the program to fit with our own school curriculum and the needs of our particular children. If children entering Key Stage Two still need support with their phonics, we put carefully targeted 'catch-up' sessions in place.

We want all children to develop a love of reading. The reading scheme that we use in Key Stage One is primarily the 'Oxford Reading Tree', but we supplement the books in each stage with other reading books such as the Collins 'Big Cat' series and Rigby Star series, both of which are highly phonics based and support the children's development of segmenting and blending to read. When children are confident in their reading, we encourage them to choose their own reading materials from the wide range of reading books we have in school.

We encourage children to read at home as we believe that this extra practise really increases fluency and confidence in younger readers and develops comprehension for older readers. We also welcome volunteers who regularly come in to hear our children read.

Reading skills are further developed through whole class guided reading sessions using **VIPERS** key skills which has a clear focus on teaching the skills of **Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarisation.**

Curriculum for Years 1 - 6

The National Curriculum provides children with an introduction to the essential knowledge that they need to be educated citizens. It introduces them to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to extend beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Monitoring and Evaluating

The Head Teacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken in partnership with the Curriculum Leader. These tasks will link into a programme of monitoring, School Improvement Plan priorities and actions, as well as performance management of teaching staff. The Head Teacher will report their findings through regular reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Subject Leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutinies and pupil interviews. They will provide feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement.