



"Let Your Light Shine"

## Frieth C.E.C. School

### Curriculum Policy Statement

**Member of staff responsible:** Headteacher

**Governing body committee responsible:**

**Reviewed:** Annually

**Headteacher's signature:** Martin Gosling

**Chair of Governor's signature:** Jill Dean

Review date: Oct 2022	signed: Martin Gosling	date: 14.10.22
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## Frieth School Vision statement

*'...Your light must shine before people, so that they see the good things you do...'*

*Matthew 5:16*

### Values:

These are the Christian Values that you believe are both taught and learnt in our school.

Courage  
Honesty  
Resilience  
Creativity  
Kindness  
Respect

### Ethos

" ..... a well-planned vibrant curriculum recognises that primary children relish learning independently and cooperatively; they love to be challenged and engaged in practical activities; they delight in the wealth of opportunities for understanding more about the world." Sir Jim Rose 2010.

This quote underpins the approach to planning, learning and teaching within this school. It forms the basis of the development of the school's 'Creative Curriculum'.

## INTENT

### Aims

Our Curriculum aims to provide our pupils with a breadth of opportunities in and outside the classroom. All children can expect to go on one class trip per term, providing them with practical memories and experiences of the subject or topic they are studying. Forest school is also a key part of the school curriculum and is paramount in promoting self-esteem, creativity, confidence and independence. It also provides opportunities for kinaesthetic learners and those pupils with stronger practical than academic skills to excel, become leaders and flourish. We also offer theme weeks three times per year including Maths, Science, Sports, Writing Eco and Arts and Culture Week which offer enrichment experiences beyond the norm in school. In offering these educational challenges, we are providing as many opportunities for children to 'Let Their Light Shine' and show

their unique qualities and talents. We are all successful in different ways: some of us are brilliant writers, some are superb mathematicians, some are super scientists, and some are fantastic musicians, artists, designers, historians, geographers, sports people, and dancers. The purpose of our curriculum is to enable our pupils to shine their amazing light to the world so we can all 'see the good things' they do.

- Reflect our core values
- Inspire a love of learning through enquiry, independence and invention
- Be child centred and create opportunities for child-initiated learning
- Be inclusive of all pupils and take into account different learning styles
- Be relevant and memorable for all
- Be clearly sequenced and identify the knowledge which the children will learn.
- Have clear links between subjects, enabling pupils to develop their understanding through a series of interconnected topics.
- Engage local community ensuring learning is relevant to Frieth Children.
- Ensure strong leadership of the curriculum.
- To implement the new the forest school curriculum and deliver inspiring outdoor learning for all year groups.
- Create experiences beyond the classroom to develop knowledge, understanding and skills for life.

## **Curriculum development**

Curriculum content, organisation and documentation are continually under review. This is to ensure the knowledge that leaders want pupils to learn is planned and sequenced across all subjects and pupils gain rich knowledge across the whole curriculum.

## **Curriculum Objectives**

We aim to.

- Challenge children, support them and help them develop enquiring minds so that they become lifelong learners.
- Give children opportunities to experience their own environment and the wider world both past and present.

- Encourage flexibility and ‘creative thinking’ in overcoming difficulties and developing new approaches through investigation.

Children will be provided with tasks and activities to encourage enjoyment, independence and interest in practical solutions to learning situations, with independence of thought and action as well as co-operating within a group. The tasks and activities provided will address the range of learning styles present in the school.

## **IMPLEMENTATION**

### **Curriculum Planning**

Early Years Foundation Stage Profile, Key Stage One, Key Stage Two are three main stages that inform all curriculum planning within the school.

Curriculum planning happens as a whole school, within each Key Stage and in individual classes.

### **Short term planning**

Detailed weekly planning is in place for Literacy and Numeracy as well as detailed planning of all other subjects using a planning template agreed by SLT and staff. This is regularly monitored by members of the SLT and Headteacher. This enables children in each year group to have their curriculum entitlement. Individual teachers may organise other activities to support learning outcomes of the children in their class.

### **Teaching Approaches**

Teachers employ a range of teaching styles to suit the abilities and learning styles of each child across the curriculum. It may be appropriate to teach the whole class or work with a small group and with individual children. It is the differentiation of teaching inputs and learning outcomes that we consider vital to effective learning. Whole school curriculum and assessment procedures can be found in the relevant policy documents. In the R.E. curriculum policy document reference is made to multicultural issues, equal opportunities and gender equality.

### **Access and Entitlement**

We believe that every learner is entitled to a full range of activities that gives access to the curriculum. We take account of unequal starting points and provide learning experiences that are planned to ensure breadth and depth, enabling progression through the school of every individual irrespective of gender, ethnic background, age or disability. We aim to

empower learners through the curriculum to become confident in their abilities that will prepare them for a purposeful adult and working life.

### **Progression**

The links we foster between each class in the school and between this school and previous/next schools include:

- planned continuity found in the 2014 National Curriculum
- assessment files – year group
- liaison with Nurseries and Pre Schools
- liaison with Secondary Schools.
- whole school planning and assessment
- liaison with local schools

**Specific issues** relating to the under five's Early Year profiling and home school links are found in the Early Years Foundation Stage policy.

### **Staff Roles and Responsibilities**

Each class teacher takes responsibility for planning of the curriculum for their class.

Assessment is carried out by the staff member who has delivered the unit. Staff should indicate if they need help, so the appropriate support can be given by the subject leader or training can be arranged. The Assessment coordinator checks each class' assessment to ensure there is progress and continuity.

Staff have responsibility to an area of the School's Development. SLT have responsibility for Mathematics, English and Assessment across the whole school as well as supporting the SDP.

## **IMPACT**

### **Monitoring and Evaluating**

Teachers meet regularly to ensure consistency and continuity of planning and assessment across the school. This is achieved by:

- Joint planning and moderation of children's work
- In addition to this further monitoring is conducted through focused classroom visits by a range of people including; advisers, SIA, SLT, Governors and Headteacher.
- Work scrutiny takes place in line with the SDP to share a particular success and ensure consistency and continuity across the school

At least one nominated Governor visits termly as agreed by the full Governing Body to observe and report on an area of school life or a specific subject. Core subjects have an attached Governor as do certain areas of the SDP.

### **Curriculum Hours**

The school will follow current DfE recommendations for the teaching of each subject.

### **Health and Safety**

In all lessons:

- The children are reminded about safe practice to encourage a responsible attitude towards their own and others' safety and wellbeing.
- The pupils are taught how to use equipment and tools safely.

A regular time is given in staff meetings to discuss Health and Safety. All staff are aware of the relevant codes of practice for Health and Safety when teaching the primary curriculum, including the Buckinghamshire County Council **Section 9.13 Music Code of Practice** and **Section 12.2: Code of Practice for Teachers of Science in Primary Schools**.

Teachers can also access Health and Safety advice from the following websites:

- <http://www.hse.gov.uk/>
- [https://schoolsweb.buckscc.gov.uk/Schools/my\\_school/\\_hr/health\\_and\\_safety\\_policies.asp](https://schoolsweb.buckscc.gov.uk/Schools/my_school/_hr/health_and_safety_policies.asp)
- <http://www.cleapss.org.uk/primary/primary-resources/primary-guides?start=10>

