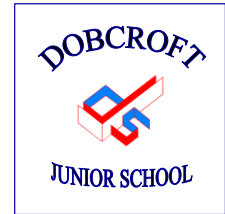


Curriculum Policy 2016



Introduction

The curriculum is all the activities that we plan in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum 2014, but also the range of extra-curricular activities that the school organises 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, skills and understanding that they need in order to lead fulfilling lives.

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school is designed to meet the requirements of the National Curriculum and is a skills-based creative curriculum. At Dobcroft Junior School we follow the Learning Challenge Curriculum which fully supports the objectives of the National Curriculum 2014.

The National Curriculum Framework Document 2014 provides detail on the following subjects:

- English
- Maths
- Science
- Art and design
- Computing
- Design and technology
- Geography
- History
- French (KS2 only)
- Music
- Physical Education

In addition to this, Dobcroft Junior School teaches PSHE and the locally agreed syllabus for the teaching of Religious Education as advised by the Standing Advisory Council on Religious Education (SACRE). Its main function is to advise the local authority on matters related to collective worship in community schools and religious education in accordance with the agreed syllabus.

Our Vision

Dobcroft Junior School is a strong committed school community of which everyone is proud to be a part.

Every child feels safe, happy and emotionally secure.

Every child receives a breadth of opportunity which allows them to fulfil their full potential and is equipped with the skills they need to succeed in the next stage of their education.

Every child is an independent, confident, creative individual who has a love for learning.

Every child is a respectful, tolerant, caring and compassionate citizen who contributes positively to the global community.

Our Values

Our school curriculum is underpinned by the values that we hold dear at our school. These are:

•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 school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, reach their full potential and we aim to provide equal opportunities for all the children in our school;

•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.

Children will:

- Develop and celebrate independence;
- have opportunities to go on educational visits, residential visits and learn from visitors with expertise;
- develop enquiry skills through P4C and investigations;
- be involved in active discussions of belief, values and morals to be accepting of others' view points;
- be aware of the rights of the child and how some children do not enjoy their rights together with their responsibility towards this;
- develop practical skills through researching, analysing, designing, making and evaluating products in D&T;
- build awareness of the Global Community through assemblies, charities, visitors and PSHE;
- develop an awareness of Eco issues both locally, nationally and globally;
- understand personal development both physically and emotionally as they reach puberty.

Staff will:

- Plan for all abilities
- Challenge
- Support

- Mark
- Provide feedback
- Reflect
- Assess
- Monitor
- Review

Planning

We plan our curriculum in three phases. As a school we agree a long-term plan for each year group which ensures the complete coverage of the National Curriculum by the end of KS2. This is guided and supported by the Learning Challenge Curriculum and indicates what topics are to be taught in each term. Maths and English are taught on a discrete basis but links are made to the topic work wherever possible for relevance. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. These are written on a termly basis collectively by each year group.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, to differentiate and cater for all abilities and to identify what resources and activities we are going to use in the lesson and where the support will be. Plans for Maths and English are given to the Headteacher on a weekly basis.

The Learning Challenge Curriculum at Dobcroft Junior School

- **The Learning Challenge** – the start of the topic begins with the teacher posing a ‘big’ question to the children. This is an open question which links to children’s learning and to the topic in hand.
- **Pre-Learning Task** - after posing the big question, children need to be engaged in a ‘Pre-learning Task’. These are important because they ensure the children are involved in the planning process. Pre-learning tasks can take many different forms: films, stories, discussions, visits, visitors etc. Having experienced this, the children then create their own questions which form a sub-set of mini learning challenges based around the big question. The teacher can then take away these questions and plan how they are going to be answered during the topic - matching activities to outcomes.
- **Wow.** A ‘wow’ is a part of the topic that hooks the children in and makes them enthusiastic and eager about their learning. It can be at the start of the topic to provide a powerful stimulus, or it could be equally relevant in the middle or towards the end of a topic to keep children enthused. These ‘wow’ moments could be a visit to a special place of interest, involve visitors coming into the classroom or may have to be engineered by teachers involving role-play!

- **Outcome** – at the very start of the learning challenge, children need to be clear about what they are working towards, i.e. what the outcome is. Normally outcomes are decided by the teacher, but there may be opportunities for the children to have a say in what they would like the outcome to be. Knowing the outcomes right from the very start of the topic enable the children to see a reason to their learning and why it matters. Outcomes could be a book, report, narrative, web page, wiki entry, learning log or could go as far as running an event, presenting something to parents or other children, drama, role-play etc.
- **Reflection** – this is done at the end of a topic and should consider what the children have learnt, how they have learnt it and how it relates to other areas of learning. For some learning challenges the outcome and the reflection may be one and the same thing, for others they may be different. Reflections could take the form of a learning log, an animation of the work done and what has been learnt, a PowerPoint etc.
- **Subject Challenges** - the learning challenges that are carried out within year groups will probably be a mixture of subject specific and thematic ones. The subject challenges are: science, art, DT, geography, music, MFL, RE, PE, history and PSHE.

N.B. See separate policies on these subjects

Assessment in core subjects

We currently use the Sheffield Tracking and Assessment Tool (STAT) for assessing children's attainment and progress in maths, reading, writing, SPaG and science. The grids follow the National Curriculum objectives and are also used by class teachers to plan work and to identify gaps in the children's learning so that these can be addressed through the curriculum.

The vast majority of children will be accessing the National Curriculum for their age group. For a few children, the age related curriculum will not be suitable and teachers will adapt the curriculum to suit their ability. In these cases objectives from a lower age group would be more appropriate. This will be discussed with parents and carers at Parents' Evening and at SEN review meetings. Similarly, a few children who are exceptionally able, will be accessing a curriculum which is in excess of their age. Again this will be discussed with parents. Parents will be informed whether their child is working **below age related** expectations, **towards age related** expectations, **at age related** expectations or if they have **achieved age related expectations** and that **they are working at greater depth**, e.g. embedding; using and applying; problem solving.

N.B. See Assessment Policy for more detail

Inclusive Ethos and SEN

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice 2014 in providing for children with special needs. If a child displays signs of having special needs, his/her teacher, together with the SENCo, make 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. If a child's need is more severe we, if necessary, involve the appropriate external agencies for assessment, support and strategies to use in the class. Some children have a Teaching Assistant assigned to them for a set amount of time each week and others will be provided for in the Personalised Learning Base and/ or Nurture Unit.

The school provides a one page profile for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. On the reverse, it also sets out long and short term targets for improvement, so that we can review and monitor the progress of each child at regular intervals. One page profiles are updated three times per year in consultation with parents.

See section 5 of the SEND Policy for more detailed information on provision.

The role of the subject co-ordinator

It is the role of each subject co-ordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. They should:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject;
- In addition, the core subject co-ordinators will produce an annual development plan for their subject in March which ties in with the School Improvement and Development Plan.

Monitoring and review

The Headteacher is responsible for the curriculum. The Headteacher monitors the yearly overview and the half termly plans and the weekly maths and English planning for all teachers.

Team leaders are responsible for the organisation of the curriculum within their year groups and oversee the weekly plans for maths and English.

Core subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, conduct learning walks and ensure that appropriate teaching strategies are used. Together with

SLT they carry out an annual work scrutiny of their core subject across all four year groups.

Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This policy review committee reviews each subject area according to the policy review timetable. The Teaching, Learning and Assessment link governors will oversee the curriculum subject areas and liaise with the subject leaders of these areas as appropriate.

Reference needs also to be made to the:

The National Curriculum in England Framework Document 2014
Teaching and Learning Policy

Single Equality Plan

More Able Policy

SEND Policy

PSHE Policy

Sex and Relationships Education Policy

RE and Collective Worship Policy

Standing Advisory Council on Religious Education (SACRE) - Locally Agreed

Syllabus for teaching RE

and

Individual Curriculum Subject Policies

Assessment Policy

Jacqui Cottom

May 2016

Ratified by Governors June 2016