



Curriculum Policy

Governor Committee Responsible:	C&L	Governor Lead(s):	Headteacher
Status	Non-statutory	Review Cycle	Annual
Last Review	August 2023	Next Review Date	October 2024
<i>Date policy ratified</i>	<i>Ratified by S Selwood on 29 August 2023</i>		

INTRODUCTION

The purpose of this policy is to make explicit the ways in which the curriculum is taught and developed at Charlton Kings Junior School.

The curriculum is all the planned activities that we organise in order to promote learning and 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 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 and are ready to move on to their secondary education.

Our curriculum is underpinned by our vision for Charlton Kings Junior School and initiatives identified in our **school development plan**.

Vision Statement

Our vision is to ensure our children are exceptionally well prepared for the next steps in their lives. We aim to provide them with the knowledge and skills they need to be successful, enthusiastic learners and responsible individuals. We will do this by providing a positive, safe and stimulating environment where all are included and achievements are celebrated.

AIMS AND OBJECTIVES

The aims of our school curriculum are:

- 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 school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy, 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;

[Type here]

- to enable children to be positive citizens in society;
- to fulfil the requirements of the National Curriculum and 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 help children develop physically and understand the importance of a healthy lifestyle;
- to enable children to assess risk and to take risks in safely managed situations;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

PLANNING FOR CURRICULUM DEVELOPMENT

We plan our curriculum in three phases. From our intent, we agree a long-term plan which indicates what topics/themes are to be taught in each term for each year group (the implementation). We review our long-term plan on an annual basis and consider the impact of what we are teaching and whether it matches our intent.

The **long-term plan** for each subject indicates which aspects are taught across the school. The key learning objectives in the long-term plan are taken from the National Curriculum and detailed in the Progression Document for the subject, showing the whole school plan and the Programmes of Study, which detail the coverage for each year group. Units of work for subjects will be embedded in any topics/themes taught in a year group where relevant; otherwise they will be taught as discrete subject units.

With our **medium-term plans**, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. These are detailed in the Subject Theme Overviews (for adults) and Knowledge Organisers (for children). Each year group plans for a whole topic/theme. Any subjects which are not linked to the topic/theme are taught discretely.

Our **short-term plans** are those that our teachers write on a weekly or daily basis. They are used to set out the learning objectives for each session, and to identify what resources and activities are going to be used in the lesson. They are based on the key learning objectives outlined in the medium-term plans. Teachers plan together in year group teams and decisions about how each objective is taught are made according to teachers' professional judgements and assessment of the needs of the children.

We aim to teach the children how to learn, to have a thirst for learning and to become confident, valued members of society.

The curriculum is further enhanced by the wide range of extra-curricular activities offered by the school.

EQUAL OPPORTUNITIES

The curriculum in our school is designed to provide access and opportunity for **all** children who attend the school. It is important we provide equal opportunities to all children and take account of their individual needs, particularly regarding SEN, medical, family, religious and cultural beliefs. The curriculum is therefore flexible and regularly updated to cater for the changing needs of pupils and society.

[Type here]

Special Educational Needs

If a child has a special educational need, our school does all it can to meet these individual needs, which may include modifying or adapting the curriculum. We comply with the requirements set out in the Special Educational Needs and Disability Code of Practice 2014 in providing for children with special needs. Please see the SEN policy for more information.

SUBJECT LEADERS

Most teachers undertake the additional role of subject leader. The school has leaders for all the National Curriculum subjects as well as RE, SEN and PSHE.

The role of the subject leader is to:

- 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.

It is the role of each subject leader 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. This development planning links to whole-school objectives and aims to give continuity from Key Stage 1 and into Key Stage 3.

Each subject leader sets the intent for their subject, reviews the implementation (by reviewing planning) and they are responsible for monitoring their subject. From this they identify CPD opportunities, support the development of staff subject knowledge and liaise with the curriculum lead, SLT and governors.

ASSESSMENT

Assessments are made in line with the Assessment Policy. Most assessments will be the day-to-day formative assessment that informs teaching. Summative assessments in Reading, Writing and Mathematics will also be made at the end of each long term and are used to inform parents of their child's progress.

HEALTH & SAFETY

Please refer to the school policy on Health and Safety.

MONITORING & EVALUATION

[Type here]

Our governing body's curriculum and learning committee is responsible for monitoring the way the school curriculum is implemented. The governors liaise with subject leaders and monitor closely the way the school teaches the curriculum, often inviting subject leaders to meetings to explain developments in their subjects.

The headteacher and SLT are responsible for the day to day organisation of the curriculum. The headteacher and SLT monitor the teaching in the school, ensuring that all classes are taught the statutory requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

The curriculum leader works with subject leaders to monitor the medium-term plans for each year group and individual classes, ensuring all subjects are adequately covered and that there is progression throughout the school.

Subject leaders monitor the way their subject is taught throughout the school. They use a variety of strategies including pupil interviews, questionnaires, work-sampling and lesson observations to assess impact. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.