

# Fellgate Primary School



## Curriculum Policy 2015

## Contents:

[Statement of intent](#)

1. [Key roles and responsibilities](#)
2. [Floor standards](#)
3. [Key skills](#)
4. [Organisation and planning](#)
5. [Learning pledges](#)
6. [The role of the Curriculum Lead](#)
7. [The role of the subject teams](#)
8. [Curriculum monitoring and review](#)

## Statement of intent

*Our purpose is to provide a happy, secure and stimulating environment in which children will receive an education which will give them the opportunity to thrive and develop intellectually, emotionally, socially and physically*

We believe that the most important part of our school are the people who spend their time working, learning and playing together. At the centre of our school are the children.

It is the aim of the school to create a happy, welcoming and stimulating environment, value the efforts of the individual, fulfil the learning potential of all children and promote the concept of equal opportunities. Our approach encourages children to develop positive attitudes towards learning and promotes their initiative, self-discipline and independence.

We encourage a respect for spiritual, moral, social and cultural values; and an understanding of what is right and wrong. We aim to help children to develop co-operation, tolerance and consideration for others. We expect everyone to behave in a way which will not offend, and to treat one another with respect and understanding. This consideration also extends to school environment and local community. We wish to provide the following values:-Pride in the school and community

- Self confidence
- Support and appreciation of each other
- Politeness
- Motivation to learn
- 

This Statement of Intent needs to be embedded throughout all school policies and actions.

## Mission Statement

### At Fellgate Primary School:

**We are committed to quality learning. This best takes place in a happy, secure, stimulating environment in which everyone feels valued.**

**Our school community accepts that each person is an individual with unique needs and aspirations. We aim to work together to ensure that all can achieve their full potential.**

### At Fellgate Primary School:

**We RESPECT ourselves, others, and our environment.**

**We believe in EQUALITY OF OPPORTUNITY for all school community members.**

**We promote ACHIEVEMENT by providing quality education for all, and continually striving to raise standards.**

**We CHALLENGE ourselves and each other, to think, reflect to move forward and to expect the best for and of everyone.**

**We foster HONESTY AND FAIRNESS, with all taking responsibility for their actions.**

## Aims and objectives

The Curriculum Policy underpins the principles and strategies used for the development of the curriculum undertaken within Fellgate Primary School.

## **1. Key roles and responsibilities**

- 1.1. The Governing Body has overall responsibility for the implementation of the Curriculum Policy of Fellgate Primary School.
- 1.2. The Governing Body has overall responsibility for ensuring that the Curriculum Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- 1.3. The Governing Body has responsibility for handling complaints regarding this policy as outlined in the school's Complaints Policy.
- 1.4. The Governing Body is responsible for publishing National Curriculum test and teacher assessment results.
- 1.5. The Headteacher will be responsible for the day-to-day implementation and management of the Curriculum Policy of Fellgate Primary School.
- 1.6. The Curriculum Lead is responsible for providing a strategic lead and direction for the school curriculum, in liaison with subject teams and the headteacher, in line with the Department for Education's statutory guidance.
- 1.7. The Curriculum Lead is responsible for providing efficient resource management and timetabling of subjects.
- 1.8. Subject teams are responsible for providing the Curriculum Lead with information about developments in their key area of learning at both a local and national level, and reviewing the curriculum across the school.
- 1.9. Subject teams are responsible for reviewing subject plans for their key areas and evaluating teaching, learning and assessment.
- 1.10. Class teachers are responsible for teaching the agreed curriculum and liaising with the subject teams to review areas of the curriculum.

## **2. Floor standards**

At Fellgate Primary School, we strive to achieve results above the Department for Education's floor targets which are:

- More than 65% of pupils at the end of Key Stage 2 (KS2) achieving level 4 or above in Reading, Writing and Maths.
- More than the average percentage of pupils at the end of KS2 making expected progress in Reading (compared with the 2014 national median).
- More than the average percentage of pupils at the end of KS2 making expected progress in Writing (compared with the 2014 national median).

More than the average percentage of pupils at the end of KS2 making expected progress in Maths (compared with the 2014 national median).

## **3. Key skills**

- 3.1. We believe the following skills are key within pupil development, and we promote these through our creative curriculum:
  - Communication.
  - Application.
  - Information Technology.
  - Working with others.
  - Improving own learning and performance.
  - Problem solving.

## **4. Organisation and planning**

4.1. Our curriculum is planned and developed in line with the requirements of the National Curriculum and the Early Years Foundation Curriculum. Our curriculum is based on several broad areas of learning:

- Personal, social and emotional development.
- Communication, language and literacy.
- Mathematical development.
- Knowledge and understanding of the world.
- Physical development.
- Creative development.

As far as possible, we provide an experiential curriculum, enabling our pupils to be fully engaged with what they are learning. Our curriculum is designed to ensure our pupils develop the skills they need to develop into good citizens who can solve problems and challenges and work well with others.

Long-term planning for each key stage takes place every year and the next full review of our long term strategy is due to take place in July 2015.

Medium-term planning gives clear guidance on the skills that we are developing within each topic. Regular reviews take place every term.

## **5. Learning pledges**

5.1. The primary purpose of this policy is to guarantee a successful learning experience for every child. With this in mind, we make the following learning pledges to ensure that every child is developed to their full potential:

- Every pupil will be educated at least to the minimum standard set by the Department for Education.
- Every pupil will be provided with opportunities to increase their self-esteem, motivation and aspirations.
- Every pupil will be encouraged to be enterprising and entrepreneurial in order that they may succeed in an ever-changing job market.
- Every pupil will be provided with opportunities to experience the wider world as a core part of their curriculum.
- Every child will be taught about budgeting and financial management in order that they may succeed in an increasingly unpredictable financial world.
- Every child will be challenged beyond their current level of ability in order that they may achieve their potential.

## **6. 3. Assessment and reporting**

We consider accurate and focussed assessment to be the cornerstone of high quality teaching.

### **6.1. Assessing progress in the Foundation Stage**

- 6.1.1. During the Early Years Foundation Stage, our teachers begin to record the skills of their pupils and assess progress using the Early Years Foundation Profile, DfE, STA.
- 6.1.2. Progress is reported to parents at regular intervals.

### **6.2. Assessing progress at Key Stage 1 and 2**

- 6.2.1. A pupil's progress throughout the subjects of English and Mathematics are assessed by teachers throughout each year using the National Curriculum end of year expectations.

- 6.2.2. Pupils' work is formally moderated via the National Curriculum tests, and reporting to parents takes place during the summer term of each school year.
- 6.2.3. Pupil progress meetings are held termly between class teachers and members of the school's leadership team.
- 6.2.4. Our assessment strategy for other subjects is assessing progress and achievement against the National Curriculum end of year expectations..

### 6.3. **Assessing social, cultural, moral and spiritual (SCMC) development**

- 6.3.1. Currently the school is implementing PSHE assessment through the add details of scheme.

## 7. The role of the Curriculum Lead

7.1. The role of the Curriculum Lead is to:

- Provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum and our learning guarantees.
- Support and offer advice to colleagues on issues related to their subject.
- Monitor pupil progress.
- Provide efficient resource management.

## 8. The role of the subject teams

8.1. Within the school's organisation each class teacher takes on the responsibility for leading on a subject area. It is the role of subject teams to:

- Keep up-to-date with developments in their key area of learning at both national and local levels.
- Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
- Monitor how their subjects are taught through monitoring the medium and short-term planning, ensuring that appropriate teaching strategies are used.
- Lead sustainable improvement through supporting colleagues and others.
- Review curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.
- Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
- Evaluate teaching and learning, and assessment within their subjects.
- Audit, order and manage resources to enhance learning experiences for the pupils.

## 9. Curriculum monitoring and review

- 9.1. Evaluation is essential for the planning and development of the curriculum. The Governing Body is responsible for monitoring the way the school curriculum is implemented.
- 9.2. The governors liaise with the Curriculum Lead, and monitor the way the school teaches subjects.

**10. Next review date:**

**Signed by:**

Curriculum Lead: \_\_\_\_\_

Date:

Headteacher: \_\_\_\_\_

Date:

Chair of Governors: \_\_\_\_\_

Date: