

Springfield Primary School

Curriculum Policy

Approved by Governing Body: March 2016

To be reviewed: March 2018

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The School Aims

At Springfield Primary School we aim to provide the best possible opportunity for every child to fulfil his/her potential, both academically and as a responsible citizen.

It is our policy:

- To help each child to develop fully, according to his/her level of maturity and ability, and to cater for every child's particular needs
- To develop valuable skills and positive attitudes necessary to lead happy and fulfilled lives
- To provide a good grounding in speaking and listening, reading, writing and mathematics. To develop investigate skills, knowledge and understanding in science and technology, and to provide experiences and learning opportunities in all other subject areas, providing breadth and balance to the curriculum
- To build a happy school society based on mutual respect and a real sense of caring for one another. That every child experiences success and feels that he/she is a valued member of the school community
- To enable children to know the difference between right and wrong; to encourage in each a sense of responsibility and high standards of personal behaviour; to equip them to make a positive contribution to the community
- To encourage children to take a pride in their school and in the efforts and achievements of its members
- To help and support those children who have particular difficulties with their learning or behaviour, or who have special gifts or talents
- To provide children with a range of activities outside the classroom that will enrich, stimulate and foster a greater involvement in school life
- To keep parents well informed about school and their children's work; to involve parents in the life and work of the school; to enlist the support and co-operation of parents

Policy Aims

- To provide stimulating activities and tasks,
- To set targets within each year group,
- To develop high expectation of individuals' performance,
- To demonstrate a caring, respectful attitude towards each other within the community,
- To encourage the tolerance of opinions and beliefs
- To ensure all children are included, motivated and engaged by their learning
- To promote high quality learning experiences that focus on the development of understanding
- To promote the idea of lifelong learning

Guidelines

Curriculum development

Curriculum content, organisation and documentation is continually under review in order to fulfil legislative requirements, the revised National Curriculum and the changing needs of the school. The review of all curriculum policies will take place within a three-year period as laid out in the School Development Plan. The coverage of the National Curriculum is organised within continuous, blocked and linked units of work following the Cornerstones scheme for non-core areas, Abacus Maths and Talk for Writing. We have developed a framework plan for each year group. This gives a brief indication of what is taught within each curriculum area and makes cross-curricular links.

Curriculum Objectives

- To provide opportunities and activities for children to communicate through speech and writing, and to listen with understanding.
- To provide stimulating reading material that enables children to read accurately, fluently and with understanding for their enjoyment.
- English is applied in all subject areas and enables children to articulate their understanding and learn with enthusiasm and independence.
- To assist in children's understanding and knowledge of mathematical language and the processes that they apply in a variety of tasks
- To provide opportunities for children to explain the pattern and relationships that forms the basis of mathematics.
- To develop mathematical skills and apply them to practical solutions through problem solving and investigations.

- Mathematics is applied to other subject areas and enables children to develop enjoyment, interest and a positive attitude towards mathematical understanding.
- To encourage the development of scientific understanding through activities and discussion that provide systematic enquiry within a range of experiments and investigations of everyday life. The opportunities we give for question raising in science enable children to use and understand scientific concepts and vocabulary.
- We give children opportunities to experience their own environment and the wider world both past and present through humanities (Geography, History, RE)
- We encourage flexibility and creative thinking in overcoming difficulties and developing new approaches through investigation.
- Children` should approach tasks and activities with enjoyment, independence and interest in practical solutions to learning situations, with independence of thought and action as well as co-operating within a group.

Curriculum Organisation

Literacy, Numeracy and Information Technology are skills that run through the whole of the curriculum. In addition a considerable part of each week is given to teaching Mathematics and English as individual subjects and aspects of these are planned in a continuous sequence of lessons or activities. All other subjects are organised within the Cornerstones Curriculum, that are linked to specific topic areas, one topic per half term. Personal and Social Education is taught in specific sessions and through R.E.

Curriculum Planning

There are three main areas of the School:

Early Years (Foundation Stage) (Nursery / Reception), Key Stage One and Key Stage Two.

Long term planning

The Curriculum Framework provides teachers with an overview of what is taught throughout the school and identifies consistency of teaching. We have Curriculum Maps for subjects when they are considered within the School Development Plan. These maps identify knowledge, skills and understanding, and the progression of learning throughout the school.

Medium term planning

Planning takes place termly or half termly to identify learning objectives that link to the National Curriculum and the schools Curriculum Framework. Schemes of Work are

organised to indicate: activities, learning outcomes, resources, differentiation, learning styles and assessment opportunities. Year groups plan detailed classroom activities and assessment strategies. The MTP's become part of the Long Term Planning documents.

Short term planning

Teachers plan and organise their teaching within the agreed medium term planning on a weekly basis. Although this is a shared year group task individual teachers may organise other activities to support learning outcomes of the children in their class.

Teaching Approaches

Teachers employ different teaching styles to suit the ability of each child across the curriculum. It may be appropriate to teach the whole class or work with a small group and occasionally 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. Reference is made to multicultural issues, equal opportunities and gender equality in the R.E. curriculum policy document.

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 the next include

- Planned continuity found in the Curriculum Framework pupil profiles
- Liaison with Secondary Schools.
- Specific issues relating to the under five's Early Year profiling and home school links are found in the Early Years policy statement and within the schools Curriculum Framework and Map.

Staff Roles and Responsibilities

Curriculum Leaders have responsibility to curriculum areas across school and implementation of policy, monitor development and assist in the planning of the curriculum. The Headteacher will monitor the core curriculum areas of reading, writing and maths. The Deputy Head Teacher will monitor the Foundation curriculum across the key stages for consistency. Senior leaders have regular meetings to consider such matters as consistency and continuity in terms of content, assessment and record keeping. 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 the Head Teacher, Deputy and Curriculum Leaders and some Curriculum Team meetings
- Termly meetings of whole staff to share a particular success and ensure consistency and continuity across year groups and key stages.
- Governors are regularly invited to participate in observing the prioritised curriculum areas in order to make 'Curriculum Committee' evaluations of our success.

Curriculum Hours

The time to teach and access the school curriculum excluding the daily collective worship and registration is Key Stage One 21 hours and Key Stage Two 23.5 hours per week

In order to cover special curriculum activities such as visits, visitors, special assemblies, and sports day, the governors and staff have allowed 2 weeks per year to be used in short blocks of time planned within each year group. The effect of SAT's at years two and six is also considered here. The remaining number of weeks committed to teaching the National Curriculum is 36 weeks. Key Stage One and the Early Years have been allocated extra time for the teaching of English

Monitoring and Review of Policy

This policy will be reviewed annually. However, it is subject to change at any given time, due to Curriculum reviews.

Date agreed by the Governing Body:

Signed: (Chair of the Governing Body)

Springfield Primary School procedure for dealing with complaints about the School's Curriculum

CONTEXT

All Local Authorities (LA's) have to set up procedures for handling complaints about the actions of governing bodies and LA's on the curriculum. Parents may use the complaints procedure if they believe that either the LA or the Governing Body is failing:

- To provide the national curriculum in the school for a particular child;
- To follow the law on charging for school activities;
- To offer only approved qualifications and syllabuses;
- To provide RE and daily collective worship;
- To provide information that they have to provide;
- To carry out any other statutory duty relating to the curriculum;
- To act reasonably in any of the above cases

COMPLAINTS AGAINST THE GOVERNING BODY

Complaints against the Governing Body will be considered within the framework of the formal procedure that is already in place to deal with complaints against the school and to any community facilities or services that the school provides. This framework allows for complaints to be handled in both an impartial and non-adversarial manner, and in an open, transparent and constructive way.

Complaints against the Governing Body must be made in writing and will be acknowledged as soon as they are received. Once received it is likely that the complaint will be delegated to either a named governor (e.g. the Chair of the Governing Body) or to a complaints panel previously convened by the full Governing Body. The complaint will be investigated as soon as practicable in timescales agreed by all parties.

The complainant shall receive full written feedback of the Governing Body's/Named Governor/ Complaints Panel's consideration of their complaint and the decision to either uphold the complaint in full or in part or, dismiss the complaint in full or in part. Changes may also be recommended to the schools systems or procedures to ensure that problems of a similar nature do not occur in the future.

COMPLAINTS TO OR AGAINST THE LOCAL AUTHORITY (LA)

If on receiving the Governing Body's decision the complainant is still not satisfied, they can refer their complaint to the Local Authority. However the remit of the LA is to review the procedures followed and satisfy itself that the complaint has been dealt with appropriately rather than to make a judgement on the decision made by the governing Body.

Complaints that are just about the LA's powers or functions only need to be considered by the LA.

Date agreed by the Governing Body:

Signed: (Chair of the Governing Body)