



# KENSWORTH PRIMARY SCHOOL

## CURRICULUM STATEMENT

### KPS-031

This Policy covers the following areas of interest

- Explanation of the curriculum
- Organisation of the school curriculum
- Delivery of the school curriculum
- Assessment of the school curriculum

*Further information will be found within each subject policy*

Agreed by	The Full Governing Body
Signed	x <u>Anthony Todd</u> Anthony Todd (Chair of Governors)
Date	17 <sup>th</sup> March 2017
Next Review Date	July 2019



## Rationale

The curriculum is the interaction between the teacher and the learner and, transmits attitudes and values, in addition to knowledge, skills and understanding.

High standards are created through high expectations, which are at the core of the attitudes and values we transmit through our curriculum delivery.

The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes the formal requirements of the National Curriculum and also the learning we provide to develop the independence and responsibility of all our pupils.

We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account.

We aim to teach our pupils 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 full potential.

## Policy Aims

- To enable all children to learn and develop their skills to the best of their ability
- To facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically and morally
- To enable children to become independent, responsible, reflective, confident and considerate members of the community
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning
- To create and maintain an exciting and stimulating learning environment where all pupils are encouraged to take challenge in their learning
- To develop pupils resilience in a happy and safe learning environment
- To ensure that each child's education has continuity and progression
- To enable children to contribute positively within a culturally diverse society
- To enable all children to have respect for themselves and others and work cooperatively with others
- To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process



- To deliver a curriculum that encourages respect for the environment and society
- To ensure pupils access their statutory entitlement to the curriculum
- To provide a daily act of collective worship (which is broadly Christian in nature)
- To develop positive attitudes and behaviour, including self-control
- To understand what it means to be British and appreciate diversity
- To use the outcomes of assessment in order to move forward

## Organisation and Planning

We plan our curriculum ensuring we meet the requirements of the National Curriculum and the Early Years Curriculum. We plan the curriculum carefully, so that there is coherence and full progression in its coverage. Our curriculum is designed to ensure that children develop the skills they need to become confident, self-motivated learners, who can engage with and solve challenges innovatively.

We agree a long term plan for each key stage. This indicates which topics are to be taught in each term, and to which groups of children. We review our long term plan on an annual basis. Our medium term plans give clear guidance on the skills that we are developing within each topic.

## Assessment

Our school considers ongoing formative assessment as the cornerstone of high quality teaching, as it allows learning to be planned and taught accurately to meet the needs of the children, as learners, ensuring high levels of expectation. Assessment is ongoing, spontaneous and 'live', it informs planning.

Achievement and progress of children is evaluated by meeting (expected), not meeting (below) and greater depth (above) the key learning objectives against national end of year expectations.

Statutory assessments and teacher assessments occur at the end of the Foundation Stage, End of Year 2 (KS 1 SATS) and end of Year 6 (KS 2 SATs). Other year groups are assessed through teacher assessment and non-statutory assessments.

### **Assessing Pupil Progress in the Foundation Stage**

During the Early Years our teachers record the skills of the pupils. The Development Matters Guidance and Early Learning Goals are used to assess children's progress during the year.

Children's progression through any curriculum is reported to parents through regular parents' evenings and school reports.



## Subject Leader Role

Within the school's organisation each class teacher takes on the responsibility for leading on a subject area. It is the role of subject leader 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.
- Monitor 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.

## Curriculum Monitoring and Review

Evaluation is essential for the planning and development of the curriculum. The Headteacher is responsible for the overall school curriculum.

The subject leaders monitor lesson plans, moderate pupil work, conduct learning walks in order to support their self-evaluation of their subject, provide training and support to colleagues and identify next steps for improvement.

Our governing body is responsible for monitoring the way the school curriculum is implemented. Discussions with subject leaders or reports to the Governing Body enable governors to be informed about identified actions and impact of these on the quality of learning, teaching and provision in the subject.

## Curriculum Time allocations

Following the publication of the 'New National Curriculum' (October 2013; updated July 2014), there is a greater flexibility in the delivery of the curriculum. The Department for Education 'no longer imposes legal requirements regarding the length of the midday break,



or the morning or afternoon sessions. Schools can, therefore, determine the length of each session and break. Every day on which school meets is divided into two sessions with midday break'.

The DfE no longer make recommendations as to teaching times per Key Stage. The time spent on actual teaching each week at Kensworth C of E Primary school is 23 hours 45 minutes in FS and KS1, and 25 hours in KS2.

The DfE also states that it is for schools to decide how much time to spend teaching each subject taking account of the needs and particular circumstances of their pupils.

At Kensworth Primary school the following approximate time allocations are offered for teachers to be used as a general guide, taking into account the teaching time each week and the above information:

English – including reading, writing, phonics and other literacy activities: 7 ½ hours

Mathematics – equivalent to one session each day: 5 hours

Science – Core subject: 2 hours

ICT – Core subject: 2 hours

PE – equivalent to 2 sessions per week: 2 hours

All other subjects are flexible according to which topics/themes are being taught in a particular term but are generally equivalent to 1 hour per week over the course of a year.

There are many subjects that 'overlap' and may not be precisely calculated.

## **Monitoring and Review**

It is expected that this Curriculum statement will be reviewed at least every two years, or in response to Government direction, as part of the Governing Bodies policy review process.