

# **Norfolk Community Primary School**

## **Curriculum Policy**

### **Introduction**

Our curriculum comprises all the planned learning experiences that we provide in order to give children the opportunity to learn and develop personally, cognitively and socially. We work within the principles of Every Child Matters, Excellence and Enjoyment and Education for Sustainable Development as well as delivering the requirements of the National Curriculum.

### **Aims**

Our aim is to promote and produce high standards of achievement and attainment and a lifelong love of learning by delivering a curriculum that is:

- Relevant to all our pupils; recognising their existing skills, knowledge, experiences and interests as a starting point
- Challenging and stimulating; designed to promote high levels of thinking and understanding
- Age appropriate in order that Norfolk pupils are achieving at a level which will equip them for the next stages of their learning
- Designed to promote personal responsibility and an understanding of the environmental and social impact of human activity at a local, national and global level
- Empowering to learners; developing their view of themselves as citizens who understand the world they live in and wish to play an active part in shaping society
- Preparing learners for the future by keeping abreast of new ideas and technologies as they become available
- Inclusive; recognising and respecting the contribution that every member of the school community can make and placing high expectations on individuals to play their part

### **Organisation and planning**

We are fully delivering the requirements of the National Curriculum and we welcome the structure that it provides for ensuring continuity and progression for learners. We are also aware of the needs and interests of our pupils and are constantly seeking to improve our curriculum in order to deliver better outcomes.

- Long term plans.

We agree long term plans that ensure coverage of the National Curriculum across all Key stages. These are also used to ensure that we identify and take full advantage of cross curricular links. This ensures that pupils can apply knowledge and practise skills in a range of contexts.

- **Medium Term plans**

These are written using the guidance provided from QCA and the National Primary Strategy as a starting point. Planning is done in year groups during weekly PPA time. The medium term plans identify the objectives of units of work and the range of experiences the learner will need in order to achieve those objectives. The quality of learning experiences is greatly enhanced by first hand experiences such as visits, speakers, handling artefacts and watching film and video. These experiences are carefully planned in advance and built into the relevant units of work.

- **Short term plans**

These are done for English and Maths and identify in detail the objectives and success criteria for each lesson. English and maths are predominantly delivered through a daily literacy and numeracy hour, but objectives are followed up in foundation subjects where teachers identify opportunities for transferring skills and knowledge and applying them to other situations, for example:

- Collection, presentation and analysis of data in science and geography
- Note taking techniques in history
- Drama and role play in history, geography and PSHE
- Measuring and estimating in design and technology and science

Short term plans are where the needs of the whole range of learners are identified and planned for as part of our commitment to quality first teaching for all. The various ways of scaffolding learning are understood and used for pupils with high, middle or low ability in the subject.

## **Resources**

The management of resources for each curriculum area is the responsibility of the subject leader. Resources are maintained and stored in such a way as to be readily accessible to support a high quality curriculum. Wherever possible, objects and artefacts are used as well as high quality images, books and interactive whiteboard resources to introduce new concepts and vocabulary.

## **Timetable**

The timetable and time allocation for each subject are planned in accordance with National guidelines. Where subjects are given a recommended weekly time allocation this is sometimes delivered in half-termly block in foundation subjects.

### **Extended school**

At Norfolk Community Primary School we seek to enhance the quality of provision via our extended school initiatives. These include:

- Use of specialist teaching wherever appropriate to deliver aspects of the curriculum such as music and sport where input from specialists is available.
- Working in partnership with adults other than teachers to deliver aspects of our curriculum alongside teaching staff; for example specialist speakers and visitors, museum and library staff, police and other services
- Use of partnerships with local groups such as Sheffield Wildlife Trust to develop Education for Sustainable Development, giving our pupils opportunities to develop a sense of personal involvement in local, national and global environmental issues
- Use of additional adults such as student volunteers to develop the range of adult role models for our pupils and raise their awareness of the value of continuing education
- Offering a range of out of hours learning opportunities, developed in response to consultation with parents and the community
- Offering a programme of family learning so that parents/ carers and pupils can acquire basic skills together.

### **Monitoring and Evaluation**

The school is a learning community and as such we work to ensure leadership at all levels. The role of subject leaders is to contribute to the monitoring and evaluation of standards within each subject as well as to manage resources. The Single Integrated Development Plan (SIDP) is written in response to rigorous self evaluation and sets the priorities for curriculum development in a strategic manner. The head teacher has overall responsibility for the quality and standards of the curriculum. The steering group of the governing body is responsible for policies and works in partnership with the senior management team of the school to monitor standards in all curriculum areas. Monitoring of standards is linked closely to the performance management cycle for teaching staff. It takes place via:

- Work scrutiny
- Planning scrutiny
- Pupil interviews
- Lesson observation