



## **SOUTH WEST SCHOOLS' FEDERATION CURRICULUM POLICY**

***'We should say to each child:***

***Do you know what you are? You are a marvel. You are unique.....You may become a Shakespeare, a Michelangelo, a Beethoven.***

***You have the capacity for anything.'***

**Pablo Casals, 1876 – 1973**

### **RATIONALE:**

We believe that the curriculum is to excite and inspire learning so that children will achieve and enjoy

### **South West Schools' Federation aims to provide a curriculum that will:-**

- enable all children to learn, and develop their skills, to the best of their ability
- promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- teach children the basic skills of literacy, numeracy and information and communication technology (ICT), Science and PE and Swimming
- enable children to be creative and to develop their own thinking, in the classroom and in the outdoor environment
- to enhance life skills
- to herald the Arts and promote confidence, self awareness and belief
- teach children about the Global dimensions by developing partnerships with schools abroad and by showing them how their environment and society have changed over time.
- help children understand Britain's cultural heritage
- appreciate and value the contribution made by all ethnic groups in our multi-cultural society
- enable children to be positive citizens
- fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education
- To ensure children have the right attitude and disposition towards sport and competition
- teach children to have an awareness of their own spiritual development, and to distinguish right from wrong
- help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- enable children to have respect for themselves and others and have high self-esteem, and to live and work cooperatively with others

### **INTRODUCTION**

Our Federation curriculum consists of all the planned activities that we organise in order to promote and enhance learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various experiences and extra-curricular activities that the school organises in order to enrich the children's learning. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.



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We want children to achieve and enjoy and have excellence and we seek the highest standards of attainment for all our children. We also value the breadth and quality of the curriculum that we provide and the activities and experiences that enrich it. We aim to foster creativity in our children, and to help them become independent

learners. Our curriculum is in essence cross-curricular but we also have specific lessons and specialist teaching were appropriate to the needs of the children.

### **VALUES**

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will strive to meet the needs of all our children regardless of creed, colour, ethnicity or disability.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.
- Above all we strive to ensure that all our pupils attain life skills appropriate levels in English, Maths and Science that will enhance their life skills. This is also in partnership with the skills and love of the Arts, Humanities and Physical Activities including the life skill of swimming and competitive sports.

### **THE CURRICULUM AND INCLUSION**

The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs we will and inform the parents. For example a member of the Thrive group or individual programmes for Wave 3 e.g. Reading Recovery and Numbers Count etc

If children have special needs, our school does all it can to meet the individual needs, and we comply with the requirements set out in the SEN Code of Practice. If a child displays signs of having special needs, then a speedy assessment will be given to ascertain need. In most instances the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. If a child's need is more complex and severe, we involve the Educational Psychologist and after careful consideration we may put the child forward for a statement of special needs, and we involve the appropriate external agencies in making an assessment. We always provide additional resources and support for children with special needs.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect in September 2002. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children. Teaching



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and learning is appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

### **KEY SKILLS**

In our curriculum planning we emphasise literacy and numeracy skills. We also believe that it is a key skill for a child to be able to swim.

### **THE ROLE OF THE SUBJECT LEADER**

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and advise colleagues on issues related to the subject;
- monitor pupils' progress in that subject area;
- provide efficient resource management for the subject

Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that there is a progression of skills.

### **MONITORING AND REVIEW**

Our governing body's Curriculum and Standards has a 'lead governor' who is responsible for monitoring the way the school curriculum is implemented.

The Deputy Head Teacher alongside the headteacher and Senior Leadership Team is responsible for the day-to-day organisation of the curriculum. The Deputy Headteacher and SLT liaises with subject leaders and makes classroom observations to ensure that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Subject leaders monitor the way their subject is taught throughout the school. They examine long 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.

This policy is monitored by the governing body and will be reviewed every year.

Approved by Governors