

Robert Miles Junior School Curriculum Policy

1. Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes the formal requirements of the National Curriculum as well as the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the ‘hidden curriculum’, or what the children learn from the way they are treated and expected to behave.

2. Curriculum Statement

The Staff and Governors of Robert Miles Junior School aim to tailor education to individual need, interest and aptitude so as to fulfill every child's potential. Every pupil will have access to a creative, exciting, rich, broad, balanced and differentiated curriculum based, where possible, on first hand experiences. However, it is recognised that every child has a different knowledge base and skill set, as well as varying aptitudes and aspirations; and that, as a result, there is a determination for every young person's needs to be assessed and their talents developed through diverse teaching strategies. At Robert Miles Junior School this means teachers using the flexibilities that already exist to ensure high standards in the basics with opportunities for enrichment and creativity.

3. Our Core Purpose

“Every talent discovered, nurtured and celebrated.”

Every member of staff at our school works towards this core purpose. We strive to see children as individuals with unique talents and believe it is our job to discover these talents whatever they may be. We endeavour to provide every opportunity we can for growth - personal, academic and social - and to celebrate every achievement in all areas as children journey through school.

4. Aims

The broad aim of the curriculum is to promote learning, the development of skills, personal growth and development of the “whole” child – giving the pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Robert Miles Junior School aims to promote learning, citizenship and self- confidence through:

Learning

Our children are encouraged to be adventurous and challenging in their learning, engage in the process of learning, enjoy learning for its own sake and continue learning after they leave school. They will be helped to become independent learners. We offer a curriculum which stimulates different styles of learning, affording children a range of experiences through which they can reach their potential.

Citizenship

Our children will be taught to demonstrate kindness and care for others and to value diversity. They will learn the importance of resolving conflicts without violence. They will be offered

opportunities for service, to work for the good in society. They will be encouraged to engage actively with the life of the school, the local community, and the wider world.

Self confidence

We will help our children develop emotional and physical well-being, and a proper understanding of themselves and their place in the world. They will learn to be open to the ideas of others, and learn not to discriminate. We will encourage our children to have the imagination to change the world and maintain the hope that it can be done.

5. Our Values

Our values are our central beliefs that underpin everything we do. They are designed to be clearly understood and shared by every member of our school community, defining the way we work with each other.

The explanations of what our values mean come from the children themselves:

Responsibility

- Taking care of everything and everyone around us, including ourselves.
- We also take responsibility for our own actions.

Equality

- We are all equal and therefore should be treated the same.
- All members of our school are equally as important and should be valued as such.

Achievement

- Our school is one where all children's achievements are celebrated.
- We deserve to be proud of our achievements in whatever we do.

Consideration

- Consideration is thinking of others and treating others how you want to be treated yourself.
- We look after our school and our school grounds which shows consideration for our own environment.

Honesty

- Being truthful with each other is very important in our school.
- We are honest with ourselves about our strengths and weaknesses.

6. Behavioural Expectations

These are the types of behaviour we wish to encourage in this community consistent with our values:

- To be honest and truthful in all matters;
- To be co-operative with all members of the community;
- To treat all people in the community with kindness, courtesy, consideration and respect;
- To resolve conflicts peacefully, and with fairness to all;
- To accept personal responsibility, as employees or as children, for meeting the expectations of the school by:
 - Arriving punctually to all our commitments
 - Arriving properly equipped

- Looking after personal property and being respectful of other peoples property
- Meeting deadlines for work and tasks
- To respect the school environment, and work with the school in protecting the wider environment
- To respect the privacy of other individuals
- To be of service to the community

7. Curriculum Content

The National Curriculum sets out a framework for English, mathematics, science, geography, history, art and design, music, physical education, modern foreign languages, design and technology and information and communication technology.

All National Curriculum subjects are organised into areas of learning and identify attainment targets to cover the range of knowledge, skills, values and understanding. For each subject and for each key stage, programmes of study set out:

- what pupils should be taught;
- attainment targets and expected standards for pupil performance.

Religious education is a statutory part of the curriculum. Religious education is provided in accordance with the local Agreed Syllabus, created and agreed by an Agreed Syllabus Conference and adopted by the Local Authority. The DfE circular 1/94 Religious Education and Collective Worship still provides full guidance of the legal requirements for R.E.

PSHE (Personal, Social and Health Education) (including sex and drug education).

The purpose of PSHE is to give pupils the knowledge, skills and understanding to equip them to lead confident, healthy, independent lives and to help them become informed, active and responsible citizens. PSHE also provides opportunities for schools to meet statutory requirements in promoting pupils' spiritual, moral, social and cultural development and providing a framework for sex and drugs education. For further details see the school PSHE Policy.

8. Organisation and planning

Topics and Creativity

We place a great emphasis on creativity and achieving a broad and balanced curriculum over the year. Wherever possible we make links and connections between subject areas under broader topic headings to provide greater coherence and sense for children. We teach some subjects separately, which means that, for example, a child may concentrate in one term on a history topic, and then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year each child has the opportunity to experience the full range of the National Curriculum subjects.

Class Organisation

The vast majority of the time children are taught in single year group, mixed ability classes and remain in these classes for all lessons. There are times, however, where the year group teachers may decide to ability group for maths or literacy, which may mean a child has maths or English with another teacher. If a year group team feels the children will benefit from this arrangement they will discuss the organisational changes with the Headteacher before putting them in place.

One one hour session of PE a week is taught by a PE coach, under the direction of the school's PE subject leader. A specialist music teacher teaches each class music for 30 minutes each week. Children are taught French by either the school Modern Foreign Language Subject Leader or by their class teacher if the class teacher has the knowledge and skills necessary.

Planning

We plan our curriculum in three phases:

We agree a whole school overview of each curriculum area, thus creating a long-term plan for each year group. This indicates what topics are to be taught during the year and is used as a guide for delivery of foundation subjects. We follow the National Frameworks for Literacy and Numeracy (adapted alongside the planning from the New Abacus maths scheme). Our long-term plans are reviewed on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. These may be in sufficient detail to make short term plans in foundation subjects unnecessary. Our Literacy medium-term planning is taken directly from the National Literacy Framework and the Abacus Maths Scheme is used to support our medium-term planning in Maths.

Our short-term plans are those that our teachers write on a weekly or daily basis. These are mainly used for Literacy and Numeracy planning, using them to set out the learning objectives for each session and to identify what resources and activities are going to be used in the lesson.

Our topics include trips, both day and residential and visitors to enhance the curriculum. We organise themed weeks and special days to further bring the curriculum alive.

The school provides 23 hours 30 minutes teaching time in Key Stage 2

9. Extra-Curricular Activities

Extra curricular activities play an important part in school life as well as enhancing children's learning. We value the development of the whole child and pupils have ample opportunity to experience a variety of extra curricular activities, which are provided by the staff, parent volunteers and the School Council. Clubs and other activities take place either during lunch times or after school. During the academic year 2012/13 children were able to join the following clubs: football, film, cross country, cricket, rounders, netball, dance, gardening, hockey, recorders, orchestra, choir, drama, multi-sports, sewing, knitting, computing, cycling proficiency, and archery. These clubs do not all run at the same time during the year, nor are they always open to all year bands, but we do aim to provide a wide selection to give all children the opportunity to pursue their own interests.

10. Assessment

Assessment is the process by which pupils and teachers gain insight into achievement. Assessment may occur for various purposes and these purposes will influence the choice of procedures. The four main purposes are:

- formative

- evaluative
- diagnostic
- summative

Formative assessment is usually carried out in day-to-day classroom activities. It shows what a pupil can do and is used to inform the teachers' planning for subsequent work. This can include classroom observations and discussions with children, parents and others involved in the pupil's development. It is also carried out whenever teachers mark the pupil's work. Wherever possible pupils are involved in this process of assessment and thus become partners in their own learning.

Evaluative assessment is undertaken to enable the teacher to be sure that the needs of the pupils are being met. It may be carried out in day-to-day classroom activities or may involve a more formal, external system including written tests.

Diagnostic assessment may be used when a teacher, or school, wishes to investigate an individual pupil's particular strengths and/or areas for development. This could involve classroom observations of a specific nature or the use of published materials and may be carried out by a specialist.

Summative assessment is used at the end of a unit of work or educational phase to show the level of achievement gained by the pupils concerned. Statutory Tests are examples of this type of assessment. Results from these tests are reported to parents, governors and the DfE.

Assessments may be a combination of two or more of the above.

11. Special Educational Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. We differentiate the curriculum carefully and we will adapt it to meet the needs of individual children when appropriate.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need and if necessary the SENCO will become involved. If appropriate the child may be considered for a statement of special needs. At all stages parents will be kept informed and involved in discussions and reviews concerning their child.

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

For those children who have been identified as being gifted and talented we aim to provide an appropriate education and to create opportunities for them to develop their specific skills and talents in any area of the curriculum.

For further details please see the school SEN and Inclusion Policy

12. Equal Opportunities Statement

All pupils will have access to the full curriculum irrespective of age, gender, race, disability, gender reassignment, sexual orientation, religion or belief.

Individual different opinions and ideas will be respected and valued.

This Policy was fully revised in May 2013 and agreed by the Governing Body on 3rd June 2013

Next review date: Spring 2015