



OUR ASPIRATION FOR OLD FLETTON PRIMARY SCHOOL

<p>Curriculum</p>	<p>The curriculum is the planned opportunities that we provide in order to enable our children to achieve our mission:</p> <p>To enable our children to have the skills, knowledge, understanding, confidence and desire to achieve their very best, enabling them to play an active part as responsible and caring members of the school community and beyond.</p>
<p>Learning & Teaching</p>	<p>Our ‘coloured learning’ approach to learning and teaching is reflected wherever practical in all the lessons we offer children and is meticulously planned for in teachers’ medium term plan.</p> <p>It ensures equality of provision for all abilities of learner and supports the development from dependence to independence in learning.</p>
<p>Marking & Assessment for Learning</p>	<p>Assessment for Learning - (of which marking is part) is defined as.... “...the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there.” Assessment Reform group (2002):</p> <p>Following this policy, alongside the Learning & Teaching policy ensures the curriculum at Old Fletton is appropriate to all levels of learners’ needs, enabling pupils to achieve well</p>

<p>Why is this a curriculum statement?</p>	<p>There is no longer a requirement to have a curriculum policy, however at Old Fletton Primary school we believe that success is only obtainable if there is a clear, high quality, robust curriculum in place.</p> <p>We believe that in order to meet the needs of our pupils we have to go beyond the minimum statutory requirements, this includes having a safeguarding element to our curriculum. There are links in PSHE & Philosophy for Children sessions, but it is also taught discretely. (see appendix a)</p>
<p>What is the policy for?</p>	<p>The policy is for all members of the Old Fletton Primary School community so that there is common understanding about what learning opportunities are planned for our children at all stages of their primary school experience</p>
<p>Who has devised and contributed to this policy</p>	<p>This policy has been initially devised by the Head Teacher and Senior Leadership Team (October 2014)</p>
<p>How will this policy be communicated?</p>	<p>This policy is available in both the Head Teacher and school office and is online on the school’s website.</p> <p>It forms part of the induction pack for all classroom based staff.</p>
<p>How will this policy be monitored?</p>	<p>Role of the Governors Our governing body’s Strategy Committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the school’s priorities and annually reviews the safeguarding curriculum through pupil questionnaires and discussions.</p> <p>Role of Phase Leaders To ensure that the Head Teacher and curriculum lead are aware half-termly of any changes required to adapt and improve the curriculum.</p> <p>Role of the Head Teacher The head teacher takes overall responsibility for the curriculum & will report to governors on the monitoring of the curriculum and ensuring the school’s budget supports its implementation</p>

1 Introduction

In order to fulfil our mission “**To enable our children to have the skills, knowledge, understanding, confidence and desire to achieve their very best, enabling them to play an active part as responsible and caring members of the school community and beyond.**”, our curriculum is designed, not only to meet statutory requirements, but also to enthuse our children with a love of learning: ensuring that they are equipped intellectually, socially and with a strong sense of morality for life in modern Britain.

2 Vision

Children at Old Fletton will...

- **Feel safe, confident and supported to embrace challenges.**
- **Do their very best – be proud of their achievements and celebrate the achievements of others.**
- **Be motivated and excited by their learning.**
- **Be well-prepared to take full advantage of the next stage in their learning and in life.**
- **Be able to make informed, thoughtful choices to help them become caring citizens and contribute positively to society.**
- **Recognise their own uniqueness and respect the uniqueness of others**

The curriculum at Old Fletton Primary School reflects our vision enabling our children to:

- Develop lively and enquiring minds
- Communicate effectively, both orally and in writing
- Learn the essential skills of life, including number and information technology
- Explore and understand the world we live in, in a safe environment
- **Develop an appreciation of the interdependence of individuals, groups and nations**
- Express themselves creatively and enjoy the creativity of others
- **Develop personal, moral and spiritual values, including respect for others**
- Be prepared for the opportunities and responsibilities of life in a changing world
- Learn how to learn and to regard learning as an enjoyable and lifelong activity
- Develop a wide range of interests and appreciate the need for a healthy lifestyle
- Set personal standards of achievement and value excellence

3 To achieve these aims, the curriculum is planned to be:

Broad so that it provides a wide range of knowledge, skills and experiences that enables intellectual stimulation & curiosity **as well as opportunities to reflect on how to be safe, valuing oneself and others.**

Balanced so that each subject has sufficient time to contribute effectively to learning.

Relevant so that learning can link to the pupil's immediate experiences leading to applications in the world at large.

Coherent so that topics can be linked to make the whole learning experience more meaningful.

Progressive so that what is taught builds in a systematic way upon what has already been learned.

Differentiated so that what is taught and the tasks that are set are matched to the aptitude and ability for each pupil.

Accessible so that there is equality of opportunity for all.

4. Organisation and Planning

We have a long-term plan for the whole school that allows different areas of the curriculum to be the major focus for a theme each half term. We review our long-term plan regularly.

With our medium-term plans, we map out an overview of the learning journey for pupils for each curriculum area for that half term. We spend time planning for enriched and memorable experiences that may enhance the particular theme of work, e.g. visits. Children are provided with learning logs that share what the curriculum will be for a half term - they are then given opportunities to reflect on the learning they have done.

We use a subject specialist where possible to provide planning. Literacy, Maths, Music, French & PE planning is provided by the subject leaders and models exemplar practice and teachers adapt this to meet the needs of individuals within their class. Other subject areas are planned for by a member of SLT and are reviewed as part of team planning days.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about what the children are being taught; this is done through a half termly newsletter sent by the phase leader and all our long and medium term plans being available on the website

5. Our curriculum is delivered through a strong ethos embedded in our teaching beliefs, they are:

1	Know and understand the individual
2	Be achievement driven
3	An active member our learning and teaching community
4	Expect students to do well
5	Adapt to meet the needs of the individual
6	Provide an enabling environment

At Old Fletton, we structure the class learning opportunities for pupils into 4 types, which are linked to colours. The furniture in all classroom reflects these learning opportunities.

Blue Learning	This is where a child is taught, by the teacher, a new skill or addressing a misconception
Yellow Learning	A child's opportunity to complete some practice activities of a skill they have been taught, independently or through the support staff available. It could be an opportunity to add in more new teaching
Green Learning	There is an element of choice as to how a child chooses to show the skills they have been learning, more guidance & structure given as the children get older
Red Learning	ICT embedded in the curriculum, supporting skills, knowledge and understanding of other areas of the curriculum. ICT skills taught alongside other learning, not in isolation