



CURRICULUM POLICY

Introduction

All children have a right to a broad, balanced and relevant education that provides continuity and progression and takes individual differences into account. Our work in school should be designed to not only meet the requirements of the National Curriculum, but to also extend and enrich the wider curriculum whilst working in close partnership with parents.

Aims

The school should:

- Cater for the needs of individual children regardless of gender, ethnic and social groups, including the most able and those who are experiencing learning difficulties.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- Create and maintain an exciting and stimulating learning environment.
- Ensure that each child's education has continuity and progression.
- Ensure that there is a match between the child and the tasks he/she is asked to perform.
- Provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- Treat the children in a dignified way that encourages mutual trust and respect.
- Challenge children in their thinking.

The children should be encouraged to:

- Learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team.
- Develop perseverance and encourage challenge.
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources.
- Be happy, cheerful and well balanced.
- Be eager and enthusiastic to put their best into all activities.
- Begin to acquire a set of moral values, e.g. honesty, sincerity, personal responsibility, on which to base their own behaviour.
- Behave in a dignified and acceptable way and to learn to become responsible for their own actions.
- Care for and take a pride in their school.
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.
- Develop non-sexist and non-racist attitudes.
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- Listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing.
- Develop an enquiring mind and scientific approach to problems.
- Use opportunities to solve problems using technological skills.
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music and drama, and to acquire appropriate techniques which will enable them to develop their inventiveness and creativity.



- Know about geographical, historical and social aspects of the local environment and the national heritage and to be aware of other times and places and to recognise links among family, local, national and international events.
- Have some knowledge of the beliefs of the major world religions and begin to understand how our beliefs influence our behaviour and attitudes.
- Develop agility, physical co-ordination and confidence in and through movement.
- Know how to apply the basic principles of health, hygiene and safety.

The Curriculum

All pupils, therefore, have an entitlement to experience a curriculum based on the following principles:

- Equality of opportunity
- Elimination of discrimination, harassment and victimisation
- Fostering good relations
- Appropriate differentiation
- Breadth, balance, relevance, coherence
- Continuity and progression
- Challenge for all approach
- Appropriate learning methodology
- Evaluation

At Haddenham Community Infant School the curriculum is based on the following three perspectives:

1. **Elements of learning** - knowledge, concepts, skills, values and attitudes
2. **Areas of experience** - linguistic, mathematical, scientific, technological, aesthetic and creative, social and political, spiritual and emotional, physical
3. **Curriculum components** - basic curriculum, cross-curricular elements

Children with Special Educational Needs

All children have access to the full curriculum. Children assessed as having SEN, including gifted and talented, will receive additional, differentiated support in accordance with the Code of Practice and our own SEN Policy.

Management of the Curriculum

At Haddenham Community Infant School we have an annual planning cycle. Time has been allocated on a weekly basis but where it has been found to be more effective to teach a subject in a block this is done.

It is important to note that while clear, concise and detailed planning is essential, it should not be seen as a strait-jacket. Teachers should be encouraged to use their professional judgement in deciding if and when to deviate from set plans with the main emphasis being the full coverage of the curriculum over the year whilst maintaining the highest levels of interest and involvement of the children. There is a cross-curricular approach to teaching where appropriate.

The subject co-ordinators (ref Marking & Evaluation Policy) will monitor successful implementation of the curriculum. Weekly plans are kept in the teachers' planning files and are the responsibility of each class teacher. They should be handed in to the headteacher before school on Monday morning and they will be returned as soon as possible.

Curriculum Monitoring and Evaluation

The governors have a statutory responsibility to ensure the implementation of the curriculum. They revise and approve curriculum policies and guidelines within the school. Each governor has specific responsibility for named curriculum areas and uses these as a focus for school visits and reports to the whole governing body.



The headteacher is responsible for ensuring that the teaching and learning undertaken by the staff and pupils is in line with school aims and objectives as agreed by the Governing Body and that schemes of work and planning documentation are implemented.

Parents will receive accurate information about curricular provision and pupil achievement via the Home/ School Partnership Programme and will be involved in a consultation process through formal and informal contact with the staff and governors of the school.

Review and Evaluation of the Curriculum

Whole school curriculum review is carried out through the review cycle as identified in the School Improvement Plan and accompanying action plans. Individual evaluation is done on a continuous basis by all teaching and support staff where appropriate, and feedback from these personal evaluations and whole school evaluations will inform any changes to the curriculum.

This policy is underpinned by all subject policy statements and by the following additional policies: SEN, Assessment, Recording and Reporting, Health & Safety, Equal Opportunities, Home/School Partnership Programme, Behaviour.

Reviewed: April 2006

Reviewed: May 2009

Reviewed: March 2011

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