



COCKFIELD PRIMARY SCHOOL POLICY ON PLANNING THE CURRICULUM

Cockfield Primary School believes that the planned curriculum should help our children become the very best they can be. We believe it should prepare our children for the opportunities and challenges of life in the 21st Century.

Cockfield Primary School fully accepts the necessity for a comprehensive and integrated planning policy. This will ensure that all children receive their entitled curriculum at an appropriate level and within the context of a range of stimulating and creative experiences.

DEFINITION

A curriculum is all learning which is planned, guided and implemented by the school and takes account of the interests of the children. A well planned curriculum will create the best opportunities for maximising student learning and achievement.

AIMS

We believe our planned curriculum should have three broad aims which will enable our pupils to be:

- **Successful learners who enjoy learning, make progress and achieve**
- **Confident individuals who are able to lead safe, healthy and fulfilling lives**
- **Responsible citizens who make a positive contribution to society**

It will take account of the five outcomes of every child matters:

- **Be healthy**
- **Stay safe**
- **Enjoy and achieve**
- **Make a positive contribution**
- **Achieve economic well being**

Specific Aims

1. To ensure a whole school approach to curriculum planning, which is also flexible and meets the needs of **all** the children.

2. To provide a framework which will enable all children to receive a rich, balanced and broad curriculum which promotes their spiritual, moral, social, cultural, mental and physical development.
3. To ensure children are provided with a curriculum which prepares them for the opportunities, responsibilities and experiences of adult life and prepares them to be responsible citizens.
4. To meet the statutory requirements of current legislation which must be taught and the associated skills and knowledge development that this should generate in order to promote high standards.
5. To provide a curriculum which will motivate, challenge and instil a love of life long learning.
6. To provide children with essential skills for learning and life that will encompass literacy, numeracy, ICT, learning and thinking skills and personal, emotional and social skills.
7. To provide relevant information for all permanent or visiting staff, Governors, parents, LA and Inspectors.
8. To provide an overview of the education process from 3-11.

CURRICULUM OBJECTIVES

To provide opportunities and activities for children to communicate through speech and writing, and to be able to listen with understanding. To provide stimulating reading material which enables children to read accurately, fluently and with understanding for their enjoyment.

To ensure English is applied in all subject areas and enable children to articulate their understanding and learn with enthusiasm and independence.

To assist in children's understanding and knowledge of mathematical language and the processes that they apply in a variety of tasks.

To provide opportunities for children to explain the pattern and relationships that form the basis of mathematics.

To develop mathematical skills and apply them to practical solutions through problem solving and investigations.

To ensure Mathematics is applied to other subject areas and enables children to develop enjoyment, interest and a positive attitude towards mathematical understanding.

To encourage the development of scientific understanding through activities and discussion which provide systematic enquiry within a range of experiments and

investigations of everyday life. The opportunities we give for raising questions in science enable children to use and understand scientific concepts and vocabulary.

To give children opportunities to experience their own environment and the wider world both past and present through Geography, History and RE.

To encourage flexibility and creative thinking in overcoming difficulties and developing new approaches through investigation.

To ensure creative and emotional intelligence is promoted through Art and Design activities linked to topics and that PHSCE is evident throughout all areas of the curriculum.

To ensure physical health and well-being is taught through PE activities and links made to the Science and Design Technology curriculum.

TEACHING APPROACHES

Teachers should respond to pupils' diverse needs by:

- Planning effective learning environments
- Planning activities/tasks which motivate, inspire and provide opportunities for children to concentrate for extended periods
- Plan to provide equal opportunities for all
- Plan for on-going assessment opportunities
- Plan to allow children to reach their targets
- Involve children in the planning

Teachers employ different teaching styles to suit the ability of each child across the curriculum. It may be appropriate to teach the whole class or work with a small group and occasionally with individual children. It is the differentiation of the teaching input and learning outcomes which we consider vital to effective learning.

ACCESS AND ENTITLEMENT

The national curriculum is followed and underpins all planned activities. Teachers use the curriculum to plan a range of creative activities with links made between subjects wherever possible.

Durham County Curriculum Maps and progression in skills documents are used to support planning in school.

We develop our own curriculum maps on a half-termly basis to ensure progression within year groups. Plans are modified/adapted according to the interests/abilities of the children.

Weekly plans are then produced for each class by the class teacher with input from the TA working in that class.

We take account of different starting points and provide learning experiences that are planned to ensure breadth and depth, enabling progression through the school of every

individual irrespective of gender, ethnic background, age or disability. We aim to empower learners through the curriculum to become confident in their abilities which will prepare them for a purposeful adult and working life.

PROGRESSION

The links we foster between each class in the school and between this school and the next include:

- planned continuity and progression of skills

- pupil achievements tracked and monitored.

- liaison with Secondary Schools.

STAFF ROLES AND RESPONSIBILITIES

The Governors are responsible for the overall curriculum. It is their duty to ensure that the statutory curriculum plus Religious Education and Collective Worship are all delivered. The management and delivery of the curriculum is delegated to the Head teacher and the appointed teaching staff.

Subject leaders have the responsibility along with the Head Teacher of reviewing the policy, monitoring the skills progression and standards in their subject area.

Staff have a responsibility for a curriculum area to implement policy, monitor development and assist in the planning of the curriculum.

It is the responsibility of the class teacher to extract the content, concepts, skills and knowledge which the children will experience. This will be supported by planned assessment tasks which will in turn inform future planning.

The head teacher and deputy head teacher will monitor the whole curriculum across the key stages for consistency.

MONITORING AND EVALUATING

Governors are regularly invited to participate in observing a range of curriculum areas in order to make evaluations of our success.

Monitoring is conducted through focussed classroom visits by Ofsted, the Link Inspector, Head teacher, subject leaders and other teachers.

Regular meetings of whole staff ensure consistency and continuity across year groups and key stages.

Curriculum content, organisation and documentation is continually under review in order to fulfil the requirements of the latest legislation.

