



FULMER INFANT SCHOOL

CURRICULUM POLICY

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also 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. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, while developing knowledge and skills, so that they achieve their true potential.

Values

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. These are the main values of our school, upon which we have based our curriculum:

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each child, as well as their intellectual and physical growth

We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between 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 aim to enable each child to be successful and we provide equal opportunities for all the children in our school

We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own

The DFE have recently reinforced the need to "create and enforce a clear and rigorous expectation on all schools to promote the fundamental British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs." The Government set out its definition of British Values in the 2011 Prevent Strategy and these values were reiterated in 2014.

Democracy

Fulmer Infant School children have many opportunities for their voices to be heard. Each year they write up their own class values. We have a school council which meets regularly to discuss a range of issues, including fund raising ideas to support our link school, AFE in Honduras. The council has its own budget and can genuinely effect change within the school.

Rule of Law

The importance of laws, whether they be those that govern the class, the school or the country, are consistently reinforced throughout regular school days, as well as when dealing with

behaviour and through school assemblies and circle time in class. Visits from authorities, such as the Police and Fire Service, help reinforce this message.

Individual Liberty

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Children are encouraged to know, understand and exercise their rights and personal freedoms and advised how to exercise these safely, for example, through our E-Safety and circle time lessons. Whether it be through choice or responding to challenge or participation in our extra-curricular clubs, children are given the freedom to make choices.

Mutual Respect

All members of the school community are expected to treat each other with respect. Children learn that their behaviours have an effect on their own rights and those of others.

Tolerance of those of different Faiths or Beliefs

Members of different faiths or religions are encouraged to share their knowledge to enhance learning and respect. Regular assemblies celebrating different religions are followed up with a display of artefacts in the library.

At Fulmer Infant School, we will actively challenge children, staff, governors or parents expressing opinions contrary to fundamental British Values, including 'extremist' views.

Aims and objectives

The aims of our school curriculum are:

- To enable all children to learn and develop their skills to the best of their ability
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To teach children skills in literacy, maths, science, computing, history, geography, art, design and technology, music, PSHCE and PE
- To enable children to be creative and to develop their own thinking
- To teach children about their developing world, including how their environment and society have changed over time
- To help children understand Britain's cultural heritage
- To enable children to be positive citizens in society
- To fulfil all the requirements of the National Curriculum and the locally agreed syllabus for Religious Education
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- To enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- To give insights into how people in other cultures and societies live, through our links with the AFE school in Honduras

Organisation and planning

Our school has a cross-curricular creative curriculum. We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan 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. We follow the National Curriculum for all subjects and have a cross-curricular approach.

Our short-term plans are those that our teachers write on a daily basis. We use these to set out the learning objectives and success criteria for each session, and to identify what resources and activities we are going to use in the lesson.

In the EYFS, we adopt a similar topic approach to curriculum planning. We plan the curriculum carefully, so there is coherence and full coverage of all aspects of the Early Learning Goals.

Children with Special Educational Needs including Gifted and Talented and Premium Pupils

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, so the curriculum is differentiated accordingly.

Staff adapt the curriculum so that we comply with the requirements set out in the SEND Code of Practice in providing for children with special educational needs. If a child displays signs of having special educational needs, his/her teacher makes an assessment of this need. In most instances, the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child is significantly behind his/her peers, then the child is recorded on the SEND register as K, if outside agencies are involved, and appropriate targets and provisions are put in place.

The school provides a support plan for each of the children who are on the special needs register and an Exceptional Educational Plan (EEP) for children on the Able, Gifted & Talented 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, so that we can review and monitor the progress of each child each term.

The school receives funding for premium children which the school uses to provide extra support for these children. All premium children have support plans which are reviewed termly.

The Early Years Foundation Stage

Please see our separate EYFS policy.

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 offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resource management for the subject

The school gives subject leaders non-contact time each term, so that they can carry out the necessary duties involved with their role.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

Monitoring and review

Our Governing Body's curriculum committee is representative of all the Governors and is responsible for monitoring the way the school curriculum is implemented.

We have named governors for Literacy, Maths, Computing, Special Educational Needs and Disability, EYFS, Humanities and RE.

The Headteacher is responsible for the day-to-day organisation of the curriculum and monitors the plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives and success criteria.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders complete work scrutinies to ensure their high expectations of standards are met. They also have responsibility for monitoring the way in which resources are stored and managed.