



## **CURRICULUM STATEMENT (March 2015)**

***This statement will be reviewed again should the school choose to adopt or significantly adapt the curriculum delivered to its pupils.***

### **Aims of the School Curriculum**

- To provide opportunities for all pupils to learn and achieve according to their ability.
- To promote pupil's spiritual, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.
- The school works in collaboration with families and the local communities.

### **Aims into practice**

- We want all our pupils to gain a broad knowledge of all subject areas and to approach the process of learning with confidence and independence.
- By the time they leave Chestnut Lane, we expect our children to know how to read, write, solve mathematical and scientific problems and to speak and listen effectively. We expect them to understand the difference between right and wrong, to appreciate other cultures and traditions and to respect others. We expect them to be able to express themselves imaginatively, in creative ways, through art, music, dance and drama, and to understand how to use ICT, in order to extend their learning.
- We want pupils to develop a positive attitude to life and to learning, a will to solve problems and work well with others.
- The School Curriculum is based on the National Curriculum and the Early Years Foundation Stage Framework.
- We have PSHCE at the heart of our curriculum as we believe the children need to have high-esteem in order to achieve in all other areas.
- Working with young children means that they have to develop social skills before being able to access the whole curriculum. Speaking and listening skills are essential.
- Literacy, numeracy, Science and ICT are the core subject areas. However, we believe it is very important to give a broad and balanced curriculum, which includes the creative elements in art, music and PE. We also promote thinking skills when problem-solving.
- The whole curriculum is designed to encourage independence and good communication skills.
- Children who are identified as having specific needs will be supported.

### **Management of the Curriculum**

#### **Time Allocations:**

The way time is allocated will depend on our analysis of children's needs and also on the aims, priorities and character of the school. The school will also take into account national initiatives to raise standards of attainment and to strengthen learning and teaching.

Time allocated to subjects is likely to vary between year groups and particular classes in a school. In addition, there may be separate time allocations for individual children or groups of children, in order to help them meet their particular learning needs.

## **Curriculum Planning**

- Long term – Curriculum Grid used which shows what topics are taught in each half-term.
- Medium/short term – class teachers’ work together to plan blocks of work for each half term.
- Assessments/comments are collected by the teachers. These inform planning for the following week.
- Subject leaders monitor through work sample, peer observations or learning walks.
- Headteacher monitors planning.
- Governors watch lessons in their subject area.
- Teaching and Learning Committee monitor policies and reports back to main governing body.

The school curriculum statement is under-pinned by policies for specific areas.

## **Monitoring and Evaluation of the Curriculum**

- Head teacher monitors planning
- Subject leaders monitor through work sampling and classroom observation.
- Governors monitor through visits and discussion at curriculum committee meetings.

## **Evaluation**

- Staff share evaluations at staff meetings.
- Governors share evaluations through feedback from Chair of Teaching and Learning committee.
- If evaluation results in issues being raised, these are reviewed and acted-upon.

## **Teaching and Learning Committee**

This committee meets once a term and minutes of the meetings are shared with the full governing body.

This policy upholds articles 3, 12, 13, 28, 29 and 31 from the United Nations Convention on the Rights of the Child because it believes all organisations should do their best for each child, allow children to have opinions and should be allowed to say what they think, ensures children get and share information, promotes the right to a primary education, and each child’s talent should be developed to the full whilst teaching respect for others, and believes children should learn and use the language and customs of their families.

**This policy was drawn up after consultations between the school and governors.**

**Signed: Headteacher:** .....

**Chair of Governors:** .....

**Date:** .....

***Last review March 2015***  
***Next review March 2016***