

## **Chewton Mendip Church of England Primary School. Curriculum Policy**

Our vision is to enrich the lives of our children, develop an adventurous love of learning and to reflect the love of God.

### **The Curriculum Aims of our school.**

The school believes in teaching the children how to be good learners to equip them for life-long learning. We believe in developing the whole child to cope positively with the responsibilities, opportunities and experiences of adulthood.

We provide equality of opportunity with a broad balanced, appropriate, creative and meaningful curriculum.

The children gain an understanding of life in our own and other cultures and learn about the importance of their role as global citizens by linking with children in other parts of the world. We are committed to teaching our children about the part they must play towards the sustainability of the planet and its people.

We create a caring, safe environment where the children are treated as individuals who learn the importance of a healthy lifestyle.

A range of enrichment opportunities are offered to the children throughout the year to foster a love of learning and to develop a wide range of interests.

We link subjects together whenever possible to make learning more meaningful for the children

**Our curriculum is designed to fulfil our aims and personalised to ensure that at Chewton Mendip School Every Child does Matter.**

### **Organisation of the curriculum.**

The curriculum was reviewed and redesigned in 2007 to be skills based and less prescriptive to enable the teachers to be more creative in their approach to learning. We have also re-evaluated our curriculum in light of the 2014 curriculum.

Social & Emotional Aspects of Learning (SEAL) is embedded throughout the school developing the children's personal and social skills and providing a firm base on which to build.

We teach our children learning skills to enable them to learn effectively, independently and to prepare them for life long learning. We teach:

**Resilience:** being ready, willing and able to lock on to learning (through absorption, managing distractions, noticing and perseverance).

**Resourcefulness:** being ready, willing and able to learn in different ways (through questioning, making links, imagining, reasoning and capitalising).

**Reflectiveness:** being ready, willing and able to become more strategic about learning (through planning, revising, distilling and meta-learning {taking responsibility for one's own learning}).

**Reciprocity:** being ready and willing and able to learn alone and with others (through interdependence, collaboration, empathy and listening)

The key skills from the National Curriculum; communication, application of number, information technology, working with others, improving learning and performance and problem solving are taught throughout the school and are the basis of planning. Planning sheets listing all the skills to be taught at each level are used by every teacher, skills mastered are highlighted and form part of assessment and recording.

In order to achieve and understand the children must enjoy their learning, which must be relevant and interesting. The curriculum is planned through topics based on the National Curriculum breadths of study. These provide a broad outline for what is to be covered; the teachers are encouraged to be creative in their planning and teaching and to design activities which will engage and motivate the children using the outdoor environment both locally and within Somerset as much as possible. The children play a key role in deciding what they will learn. There is a 2 year rolling programme at Key Stage 1 and a 4 year programme at Key stage 2.

Wherever possible the topic chosen will encompass a range of subjects including maths, literacy and ICT. Literacy and Maths are taught daily and ICT is taught and used across the curriculum. We use "Letters and Sounds" as our phonic teaching scheme.

As a church school RE teaching is very important throughout the school; we use Awareness, Mystery and Values, the locally agreed syllabus for RE. RE topics are linked to the other areas of learning wherever possible (<http://amv.somerset.gov.uk/>)

Learning about the similarities and differences of life in other countries is vital to give our children empathy and a global perspective and to enable them to understand the importance of sustainability and the part they can play. We aim to have links with children in at least one other country where the children communicate on a regular basis, exchanging information about their lives and what they are learning about in school. This may be done through ICT and by sending items by post.

### **The Foundation Stage.**

The reception and some year 1 children learn to take the lead in their learning by working with the school staff to plan activities. Other topics during the year are designed to meet the interests of the children and gender balance in the class.

Much of the learning is through play using the indoor and outdoor space.

### **An enriched curriculum.**

We have special weeks throughout the year where the children focus on a specific topic across the school, for example: Health Week, Science week, Maths week, Book week, and Sustainability week. Visitors are invited into school and the children are taken out to places of interest connected with the theme of the week. In addition we often invite theatre groups into school when they are performing something relevant to the needs of our children or our curriculum.

The children take part in a range of sporting activities at the Blue School and with the specialist sports coaches.

PE and French are taught by specialised teachers, PE to both key stages and French to KS2.

The curriculum extends beyond the normal school day and children have the opportunity to take part in many sports clubs, music or enrichment clubs after school.

### **Special needs.**

Work is differentiated to meet the needs of all learners. Learning Support Assistants in each class work with small groups or individuals to give extra help and teaching when required. We aim to include all children by making sure that times when they go out of the classroom for additional support are essential and kept to a minimum.

### **The commitment of teachers.**

Teachers are expected to plan from the skill sheets, teach learning to learn skills, find creative ways into their topic, involve the children in planning and keep ongoing accurate assessments.

Two meetings with parents are held each year one in the Autumn term for parents only in the evening (except Fox Class where children attend), the second for parents and children together in the Summer term during the day. An Annual School report is written in the Spring term detailing progress made with targets for future learning. The report is discussed at the parent/child meeting in the following term.

Termly meetings with parents are held in each class when details about learning for the term and essential information are given. Each parent receives a termly class newsletter and a topic sheet showing what the children will be learning during the term.

Once a year every teacher holds a Learning Together morning where each child in the class is accompanied by an adult and they work together on an aspect of learning for part or all of the morning. In the past few years we have organised whole school Learning Together mornings.

### **Subject leaders.**

Each subject has a member of staff assigned as a leader, they are expected to attend relevant training, relevant Governors meetings, pass on information to staff, contribute to the SDP, lead staff meetings and monitor the teaching of their subject across the school. Non contact time may be given for subject leaders to review their subject and keep resources up to date.

Maths and Literacy leaders are responsible for tracking pupil progress across the school.

Each member of the governing body has been assigned to visit and some governors also have designated roles. They report back to the governing body. The curriculum committee monitors the way the curriculum is implemented.

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