



## **St Michael's CE (VA) Primary School**

**Lyme Regis**

**Learners growing together with God**

**Children's' values - Respect, Koinonia, Perseverance,  
Generosity, Thankfulness.**

### **Curriculum Policy 2016/2017**

<b>Signature of Headteacher:</b>	<b>Mr N Kiddle</b>
<b>Signature of Governing body:</b>	<b>Mrs M Ellis</b>
<b>Date ratified by the Governing Body:</b>	<b>Monday 23rd January 2017</b>
<b>Next review date:</b>	<b>Annual</b>



# St Michael's CE (VA) Primary School

## Curriculum Policy

### 2016/2017



At St Michael's CE (VA) Primary school we believe that the curriculum is a powerful tool. Our priority is to develop the whole child by stimulating enquiring minds and fostering excitement for learning, enabling them to take an active part in the National and wider curriculum and allowing our teachers to take a creative approach to their practice. Throughout their education at St Michael's CE (VA) Primary school our children will have the opportunity to be creative, physically active and academically challenged.

#### **Aims and Objectives**

The aims of our school curriculum are:

- To enable all children to understand that they are successful learners,
- To enable children to develop their own personal interests,
- 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 a deep breadth of skills in English, Maths, Science and Computing,
- To enable children to be creative through Art, Drama, Music and Design technology,
- To enable children to be a healthy individual both physically and mentally, through P.E, PHSE and ELSA,
- To help children love and care for all of God's world, through understanding the key concepts from the Bible,
- To teach children about the developing world they live in, including how environments and society have changed over time,
- To help children understand Britain's cultural heritage
- To enable children to be positive citizens in society and feel that they can make a difference,
- To enable children to understand and respect others cultures, religions and beliefs,
- 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 help children develop a 'Growth Mind-Set', enabling them to believe anything is possible.

#### **Organisation and Planning**

We plan our curriculum in three phases. First, we agree on a long-term plan for the whole school, this indicates what topics are to be taught in each half term. Then medium- term plans, give clear guidance on the objectives and skills to be taught within each topic. Finally, each individual teacher create short-term plans with the objectives, learning opportunities and individual needs of their class described in more detail.

At St Michael's CE (VA) Primary school our curriculum has flexibility combined with high expectations. It is intended to excite both children and adults and provide opportunities to share and follow the interest of the children.

#### **English and Maths Curriculum**

The planning document has been designed to ensure Maths and English skills are planned both individually and through all areas of the curriculum. It is expected that children will be actively involved in practicing, securing and applying Maths and English skills at any point during the day through other areas of the curriculum.

### **Religious Education Curriculum**

At St Michael's CE (VA) Primary School we follow the Dorset Agreed Syllabus for RE, supported by the Discovery Scheme of Work and 'Understanding Christianity' Project and materials. RE is taught by class teachers and children share Collective Worship based on the Church of England 'Values for Life' resource, supporting our teaching of Christianity in School. In certain circumstances, it may be appropriate for a child to be removed for aspects of the RE Curriculum. This is reviewed on an individual basis.

### **The Foundation Stage Curriculum**

The curriculum that we teach in Early Years meets the requirements set out in the National Curriculum for Foundation Stage. Our curriculum planning focuses on the six areas of learning: personal, social and emotional development; communication-language and literacy; mathematical development; knowledge and understanding of the world; physical development and creative development.

Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. During the children's first term in school, their teacher begins to assess each child. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child. This relationship begins in the foundation stage (in Preschool and Reception class) and is nurtured throughout their time at St Michael's CE (VA) Primary school.

### **Children with Special Needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the children have been consulted.

At St Michael's CE (VA) Primary school we endeavor to do everything we can to meet the needs of all individuals in our school. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs.

### **Extra- Curricular Activities**

We are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities, including: Drama group, Gardening club, Go Active Sports Group, Breakfast club, French and Spanish Club.

### **Assessment**

Formative and summative assessments are used to ensure that our curriculum meets the needs of the individual. Formal assessments are undertaken in Maths and English and progress monitored and reviewed, including provision for intervention as part of regular Progress and Standards Meetings. Further information on assessment can be found in the Teaching and Learning Policy.

### **The Role of the Subject Leaders**

The role of the subject leaders 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 resources for the subject

It is the role of each subject leader to keep up to date with the developments in their subject, at both national and local level. They review how the subject is taught in school and plan for improvement.

### **Monitoring and Review**

This Policy is reviewed annually in-line with the Curriculum Review cycle.