



Curriculum Policy

Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. Our curriculum is closely informed by the National Curriculum and also includes 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. At Fairfield, 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

Our curriculum is underpinned by the values that we hold dear at our school. 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.

- We value the way in which all children are unique; 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 person, 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 person 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.

Aims and objectives

The aims and objectives of our school curriculum are:

- To be a community with the intellectual, physical, moral and social development of each child in mind;
- to enable all children to learn and develop their skills to the best of their ability;
- to recognise excellence in each individual, relative to his or her abilities and to provide opportunities for achieving excellence through a broad, balanced, relevant and differentiated curriculum, a high standard of teaching and a commitment by pupils and staff to activities within and beyond the school day;
- to promote a positive attitude towards learning, so that children enjoy coming to school, are motivated and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and information technology (ICT);
- to enable children to be creative and to develop their own thinking;
- to develop children's skills in speaking and listening;
- to teach children about their developing world, including how their environment and society have changed over time;
- to encourage appreciation of, and concern for, the environment;
- to encourage development of habits which address issues relating to conservation and protection of the environment and natural resources;

- to help children understand Britain's cultural heritage;
- to promote an awareness of local, national and international issues
- to enable children to be positive citizens in society;
- to help pupils develop interests and skills that will give personal satisfaction in the use of leisure time throughout their lives;
- to encourage pupils to develop their physical skills and maintain a healthy lifestyle;
- 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 develop self-discipline, self-respect and high self-esteem
- to help pupils develop the skills necessary to be able to live and work co-operatively with others and to cope with and respond effectively to demands made during and beyond the school day;.
- to meet the needs of all pupils regardless of sex, race, cultural or religious background or physical disability;
- to ensure a smooth and informed progression through all stages of primary education and through the transfer to secondary education;

Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates which 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, activities and assessment opportunities that we use when teaching each topic. Our curriculum planning is closely informed by the National Curriculum, national schemes of work, National Strategies and Framework as appropriate.

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

In the Foundation Stage and at Key Stage 1 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and coverage of the early learning goals and there is planned progression in all curriculum areas.

At Key Stage 2 we teach core and foundation subjects separately. This means that, for example, a child may concentrate in one term on a history topic, then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience a range of subjects. Teaching programmes strongly encourage the use of cross-curricular links

Our curriculum covers the core subjects of English (including drama), maths, ICT and science, together with the Foundation subjects of history, geography, art, design & technology, music, PE, games, PSHE and Citizenship. In addition, we teach RE. Latin, French and Spanish are then introduced during Key Stage 2.

Schemes of monitoring and evaluating pupils' work include detailed marking, assessment for learning, individual testing.

Homework is given to all pupils from Year 1 onwards. Children are encouraged to read daily and to practise spelling and tables daily.

Children with special educational 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 child have been consulted. We follow detailed guidelines which are set out in our SEN policy and our Able and Talented Children Policy.

If a child is deemed to have a special need or learning difficulty or learning disability, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs or learning difficulties and will ensure that parents are involved in formulating Individual Education Plans (IEP), if necessary. If a child displays signs of having special needs or learning difficulties/disabilities, his/her teacher will consult with the SENCO and Headmistress. 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 it is thought necessary, the Headmistress may refer the parents to the appropriate external agencies (eg; educational psychologists, dyslexia specialists or speech and language therapists) for advice and further assessment of the child. We provide additional resources and support for children with special needs or learning difficulties or learning disabilities.

The school keeps a special needs/learning difficulties/learning disabilities register. An Individual Education Plan (IEP) is provided at School Action and School Action Plus stages. This is a working document which addresses the child's difficulties and sets out strategies and targets to enable the child to progress. All children on the register are carefully monitored and their progress is reviewed at regular intervals.

Children at Fairfield School are deemed to have special educational needs if they have a statement. Pupils are deemed to have learning difficulties and/or disabilities if they have significantly greater difficulty in learning than the majority of children of the same age. Special Educational Needs may also encompass children with physical difficulties, which may affect their ability to access the curriculum.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they are being taught.

The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties towards all pupils with special educational needs. The school recognizes that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs or learning difficulties will be treated as partners and supported to play an active and valued role in their child's education.

Children with special educational needs or learning difficulties will be encouraged, where appropriate, to participate and contribute to the assessment of their needs.

The school also keeps a register of able and talented children in accordance with our Able and Talented policy. Extension activities in school are given to selected children and recommendations are made to parents to follow up additional external opportunities if the child's talents are in the sporting, musical or drama fields. The Headmistress and Learning Support Coordinator oversee provision for able and talented children.

The Foundation Stage

The curriculum that we teach in the Nursery and Reception classes meets the requirements set out in the Foundation Stage Curriculum and the Foundation Stage Profile. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Reception class builds on the experiences of the children in their pre-school learning.

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 by keeping them closely informed about the way in which the children are being taught and how well each child is progressing.

Consultations with parents of children who join our Reception class take place within the first week of the autumn term. This provides an opportunity for parents to give information about their child's developing skills and aptitudes. The class teacher will then use this information when planning for individual needs.

Monitoring and review

Our governing body's Education Committee is responsible for monitoring the way the school curriculum is implemented. Regular meetings are held between the Education Governors and the Headmistress.

The Headmistress is responsible for the day to day organisation of the curriculum. The Headmistress monitors the weekly lesson plans for all teachers.