

COWORTH-FLEXLANDS SCHOOL

CURRICULUM POLICY

AIMS

Within the Christian ethos of Coworth-Flexlands high but realistic standards of academic attainment are set. The School aims to provide a challenging curriculum with differentiated teaching to meet the academic needs of all pupils.

All pupils are equally valued and encouraged to fulfil their aspirations and potential in an environment of broadly based education, within which they strive for the highest standards of academic excellence, sporting and extra curricular achievement.

The academic curriculum at Coworth-Flexlands School interprets statutory requirements in stimulating and well structured ways, providing for high achievements in all subject areas, and offering pupils a wealth of additional opportunities.

OBJECTIVES

The broad and balanced curriculum throughout the School is designed to:

- offer pupils opportunities to explore and develop their own individual talents, irrespective of their level of ability;
- use teaching approaches which are intended to stimulate, challenge and stretch the pupils, whilst also providing skills, knowledge, understanding and the ability to think independently;
- provide equality of opportunity, entitlement and access to the whole breadth of the curriculum, except where a pupil's statement of special educational needs, physical or medical needs makes this inadvisable or impossible;
- maintain and improve self-esteem, and ensure there is always a framework of mutual respect, in line with the ethos of the School and the P.S.H.E. policy;
- create and implement a culture of achievement, success and high expectations;
- offer a broad and balanced curriculum for children of compulsory school age to include: linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative experiences, that prepares all pupils for the next phase of their education;
- encourage independent learning;
- build on pupils' natural curiosity and their thirst for learning;
- celebrate achievements;
- allow time for high quality in-depth work; allow time for periods of reflection.

PLANNING

- From Key Stage One we plan our curriculum in three phases:
 1. 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.
 2. Our Medium Term Plans are our schemes of work and include guidance on the learning objectives, learning outcomes, teaching strategies, resources, assessment and differentiation in every subject.
 3. Our short-term plans are those that our teachers write on a weekly or daily basis. These plans are for the personal use of the staff and can be used if the member of staff is absent.

- In the Early Years 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 full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.
- At Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects than it does at Key Stage 1, and we largely teach these subjects separately. This means that, for example, a teacher may if she/he chooses, 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 the full range of National Curriculum subjects.
- All long and medium term plans may be accessed via the Staff Area on the network.

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.

If a child has a special need, our school does all it can to meet these individual needs. We take heed of the requirements set out in the SEN Code of Practice in providing for children with special needs.

See SEN policy

THE EARLY YEARS FOUNDATION STAGE

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

EXTRA-CURRICULAR SUBJECTS

Pupils are offered, on repayment, the opportunity to learn an instrument and do LAMDA examinations through lessons with peripatetic teachers in school. These take place throughout the school day, including during lesson times. The times are constrained by the availability of the peripatetic staff. To limit the impact in the taught curriculum we are guided in setting extra-curricular time-tables by the following principles

- In the Autumn Term priority should be given to Y6 pupils having extra-curricular lessons outside of time-tabled subject lessons.
- In the Spring & Summer terms this priority will be given to the Y5 pupils
- For all pupils, missing core subjects (Maths, English & Science) should be avoided wherever possible
- Pupils should not miss more than half of a double lesson in any subject on any one day
- Pupils should be rotated between times so as not to miss the same subject every week (when there is sufficient uptake to make this possible)

The school reserves the right to refuse to enrol a pupil in an extra-curricular subject during school hours if we believe that this will have a significant impact on their learning. For this reason we may also limit the number of activities undertaken by any one child, or the age at which a child may begin an activity.

Signed:
Chair of Governors

Dated: 26 Jan 2012