BOWLING GREEN PRIMARY SCHOOL: CURRICULUM POLICY 2017

Our Curriculum

At the centre of our curriculum and all that is done in school, are the needs and experiences of each individual child. We want every child to be happy and to achieve success, to feel secure within a creative, caring and supportive environment. We want our pupils to become increasingly confident and independent learners.

At Bowling Green Primary School, our emphasis is on the quality of teaching and learning. We provide a broad, balanced, differentiated and imaginative curriculum, which is equally accessible to all, and which enables each child to develop knowledge, skills and understanding and develop positive, caring attitudes. We have high expectations of the children in all areas of school life and individual development.

What is the Curriculum?

The taught curriculum is comprised of Early Years Foundation Stage, National Curriculum and the wider (hidden) curriculum. The curriculum is planned effectively, providing continuity and progression. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning. The curriculum meets statutory requirements.

Aims

Through the curriculum, we aim:

- to realise the full potential of each individual;
- to give children the essential tools for learning and to create firm foundations for the future, as individuals and citizens;
- to ensure that all children have a chance to succeed;
- to encourage all children to value and respect all: themselves and others in the community beyond;
- to enable pupils to acquire and develop a broad range of knowledge, skills and understanding;
- to promote high standards in all areas of language and mathematics;
- to allow children to develop a knowledge of themselves in time and space;
- to enable children to acquire knowledge and skills in science;
- to enable children to be confident in the use of computers and other forms of ICT;
- to promote spiritual and moral development;
- to promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- to enable children to be aware of the importance of and participate in the Arts;
- to help children to mature socially and emotionally;
- to develop the personal and social skills of each child
- to provide equality of access and the opportunity for all pupils to make progress;
- to prepare pupils for the opportunities, responsibilities and experiences of adult life;
- to promote enjoyment of learning;
- to encourage children to develop perseverance and a positive attitude to learning;
- to provide a wide range of rich and varied activities;
- to encourage the best possible progress and the highest attainment for all pupils;
- to enable pupils to make connections across different areas of learning;
- to help pupils to think creatively and solve problems;
- to develop pupils' capacity to learn and work independently and collaboratively;
- to enable pupils to respond positively to opportunities, challenge and responsibility.

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The organisation of the curriculum

- The curriculum is taught through discrete subjects and linked cross-curricular topic areas as appropriate;
- LONG TERM planning indicates the areas to be covered over each academic year;
- LONG TERM schemes of work are carefully planned and reviewed at least yearly in order to ensure coverage of the whole curriculum for every child. This is particularly important because of our mixed age groups;
- MEDIUM TERM PLANS set out the units of work to be taught, usually over half a term's duration. These contain the detail of the work to be covered with a progression of learning objectives. The plans indicate what the learning outcomes will be;
- SHORT TERM PLANNING shows how the work will be differentiated and is in greater detail for English and Maths using an agreed format;
- Units of work are planned using the framework of the National Curriculum and is adapted to specifically meet the needs of our children.
- The RE scheme of work follows the Calderdale RE curriculum.

ROLES AND RESPONSIBILITIES

The Headteacher has the responsibility for the leadership and overview of the curriculum and delegates responsibility to key staff as follows:

- The Senior Leadership Team co-ordinates the work of the Subject Leaders and ensures that the curriculum has progression and appropriate coverage.
- Subject Leaders lead and monitor the content and delivery of the units of work. They evaluate and monitor standards in their subject and identify policy
- Class teachers are responsible for writing/ following the Medium and Short Term Plans. They ensure that the curriculum is taught and that the aims are achieved for their class.
- The Assessment Leaders ensure that the progress of each pupil is tracked and identify strategies for assessment. They should ensure that teachers adhere to and understand the agreed procedures and policy
- The Governing Body monitors the success of the curriculum at committee level and at whole Governing Body meetings through the Headteacher's report.

This policy will be reviewed Spring 2020

Agreed by the Governing Body:

Signature of Chairperson: _____

Date: _____