



AIMS

- To provide a whole educational experience, giving extended learning opportunities to all of our children, during and beyond the school day.
- To promote equal opportunities so that all children have an equal right to pursue common goals; class, race, gender or disability present no obstacle to the highest possible achievement for all.
- To help equip children with the skills necessary to have control over their own lives and environment and to be able to participate positively in the community, taking account of the changing world in which we live.

The Organisation of the Curriculum

We plan our curriculum in three phases. We agree a long-term plan on a two-year rolling programme, splitting topics to be taught in each term. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. As we have adopted the New National Curriculum 2014 for our school, we take our medium-term planning directly from the guidance documents. However we place particular emphasis on children learning to read and phonics in the Foundation Stage and Key Stage 1 and reading to learn in Key Stage 2. Other foundation subjects are based on skills development and we make use of topic-based themes for much of our medium-term planning in the foundation subjects.

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

In the Foundation Stage we adopt a continuous provision approach to curriculum planning using the Early Excellence model. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals, and there is planned progression in line with the New EYFS Curriculum from September 2014.

Roles and Responsibilities

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

Subject Leaders activities:

- Annual evaluation of the subject and identifying priorities for development feeding into School Improvement Plan
- Monitor standards and quality of Teaching and Learning in the subject (alongside colleagues/SLT)
 - Paired Lesson Observations
 - Lessons planning
 - Pupil conferencing
 - Work scrutiny
 - Displays and photographs
- Resources:
 - Evaluating resources for value for money
 - Ensure resources are appropriate and stored/labeled etc.

- Identify any gaps in provision
- Attend CPD and disseminate information to staff
- Report to Governing Body

CONTENT

All children above the age of 5 years are required to follow the National Curriculum. This consists of core subjects (English, Mathematics, Science and Information and Communication Technology) and a balance of the other foundation subjects (History, Geography, Art, Music, Design Technology, Computing, Physical Education, Music and MFL for KS2). We also deliver Religious Education according to the North Yorkshire Agreed Syllabus and we have a strong commitment to Personal, Social, Health and Citizenship Education (PSHCE)

RE and Collective Worship is taught in all classes. Children take part in some form of collective worship each day. This may be during an assembly or a quiet moment of reflection within their own class. Parents have the right to withdraw their child from RE and collective worship and must inform the Headteacher in writing so that appropriate arrangements can be made for the supervision of their children at this time.

Sex Education The Governing Body has agreed that Sex and Relationship Education will be included as part of our PSHCE programme throughout the school. Sex Education is taught specifically in upper Key Stage 2 but whenever questions arise concerning reproduction, whether in animals or humans, teachers will endeavour to answer them honestly and clearly. Parents will be invited to a meeting when their child is to be taught a specific unit of Sex Education in order to find out about the content and how they might be able to support their child. Parents have the right to withdraw their child from a Sex Education programme that goes beyond the National Curriculum Science requirements. In those circumstances the Headteacher must be informed in writing.

Special Educational Needs (SEN) The philosophy and ethos of the school is inclusive and emphasises that every child has a right to equal access to the full curriculum. We recognise that all staff have a shared responsibility for identifying children with special educational needs in order to achieve this aim.

Our SEN Coordinator (SENCO) is Miss Lizzie Rigby who is responsible for following up any concerns about a child's progress and liaising with outside agencies and Parents.

Miss Sarah Nutter is currently our governor with particular responsibility for SEN in school and is available to speak to parents about any concerns by appointment.

Policy date:- Sept 2015

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