



MELBOURNE INFANT SCHOOL

CURRICULUM POLICY

November 2015

Introduction

The curriculum is the totality of pupils' learning experiences. At Melbourne Infant School we believe that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability.

We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning. The curriculum meets the statutory requirements set out in the Early Years Foundation Stage Guidance or the National Curriculum.

Aims

The aims of the curriculum are to:

- promote high standards in reading, writing and maths;
- allow children to develop a knowledge of themselves in time and space;
- enable children to acquire knowledge and skills in science;
- enable children to be confident in the use of ICT and computing;
- ensure that the curriculum is broad, balanced and helps pupils to prepare for life in modern Britain.
- promote spiritual development;
- promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- enable children to be aware of the importance of and participate in the arts and related cultural themes;
- enable pupils to develop moral sensibility through carefully taught values;
- develop the personal and social skills of each child;
- provide equality of access and the opportunity for all pupils to make progress;
- prepare pupils for the opportunities, responsibilities and experience of adult life.

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving. Through the provision of rich and varied activities, we aim to:

- encourage the best possible progress and the highest attainment for all pupils;
- enable pupils to make connections across different areas of learning;
- help pupils to think creatively and solve problems;

- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

The Organisation of the Curriculum

- the curriculum is taught through discrete subjects and linked "topic" areas where relevant;
- the school has a LONG TERM PLAN which indicates a yearly overview of topics and shows a balance between subjects taught;
- units of work and topics are planned, usually over half a term's duration. These are called MEDIUM TERM PLANS and contain the detail of the work to be covered with a progression of learning objectives. The plans indicate how the work will be differentiated and what the pupil outcomes will be;
- SHORT TERM PLANNING is carried out in detail for English and Mathematics using an agreed format;
- the children are taught in year groups or in a mixed age class depending on numbers on role - with some children being withdrawn for small group support;
- Differentiated input or group work may take place for Mathematics and some aspects of English. This enables the teaching to focus on a particular age range or level of ability; planning incorporates the use of the EYFS guidance and the framework of the National Curriculum 2014.

Roles and Responsibilities

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

- the Senior Leadership Team co-ordinate the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage;
- class teachers are responsible for writing the medium term plans and liaising with year group partners over the content and delivery of the units of work. Subject co-ordinators evaluate and monitor standards in their subject;
- class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group;
- the class teacher ensures that the progress of each pupil is tracked and this information is fed back to the Headteacher termly – showing that there is appropriate challenge support and intervention planned;
- the Headteacher ensures that the progress of groups of pupils is tracked and this information is fed back to class teachers with appropriate action for the following term;
- the Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the termly Headteacher's report.