

Curriculum Policy

At EP Collier School we aim to achieve through a curriculum which:

- is broad, balanced and based on the requirements of the National Curriculum
- is stimulating and challenging in a way that extends children's knowledge, skills and creativity
- nurtures and develops enquiring minds
- is committed to the principle of equity and inclusion for all children
- is relevant to the needs and interests of our children
- provides children with the skills and motivation to develop their intellectual, physical and emotional potential
- encourages each child to question, acquire self-knowledge and develop independence
- provides children with the opportunity to develop their own self esteem.

Our teaching is planned to realise and develop the potential of each child, and to take account of both previous and future learning needs.

The curriculum is taught using a variety of teaching styles and groupings, as appropriate to the intellectual and emotional development needs of each child.

- We aim to provide all children with opportunities to learn from a wide range of experiences
- We are committed to working with parents, and to providing both children and parents with regular and constructive feedback about progress
- We encourage all children, according to their age, ability and maturity, to evaluate their own work and social relationships in order to improve personal standards and enhance relationships
- We are committed to a mutually beneficial partnership with our local community which encourages children to be responsible citizens
- We believe all children have the right to be taught in a safe, happy environment in which there are high expectations of attendance, behaviour and achievement.

Access and equality

Our curriculum reflects the school's Accessibility and Equality Scheme. The curriculum is designed to ensure that every pupil achieves their full potential. Reference should be made to the Accessibility and Equality scheme which is available on the school website.

Coverage

At EP Collier Primary we are required to implement the National Curriculum, EYFS guidance, provide religious education, sex education and collective worship. We have also developed our own additional curriculum designed to promote skills and learning required for life for the children of EP Collier. This additional curriculum was devised through workshops with parents, governors and staff.

Foundation stage

In the nursery and reception classes teachers follow the Department for Education's *Early Years Foundation Stage Curriculum*. This sets out the knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach the age of five. The curriculum is organised into 7 areas of learning.

3 Prime areas:

- Communication and language
- Physical development
- Personal, social and emotional development

And 4 specific areas through which the three prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The Foundation Stage classes provide an environment of rich and meaningful experiences and play. Learning is developed through a balance of teacher led activities and opportunity for independent exploration.

Key Stage 1 and 2

Literacy and Numeracy are taught as discrete and cross curricular subjects.

Foundation subjects (ICT, Science, history, geography, art, DT, RE) are taught in a variety of ways - sometimes through thematic topics and sometimes as discrete units of work.

PE is taught discretely, though links are made to the termly theme where appropriate.

The religious education curriculum follows the outline set by Reading Borough's SACRE. Should parents wish to withdraw their children from this part of the curriculum they may do so by contacting the Headteacher. The School has no affiliation to any specific religious denomination.

PSHE is linked to the to the SEALS resources.

MFL is taught discretely in KS2 and generally follows the progression suggested by the 'La Jolie Ronde' scheme, though not necessarily the teaching/activity suggestions.

Delivery

Teaching and Learning

Through a variety of teaching and learning strategies, teachers seek to engage children in their learning, helping them to identify their areas for improvement, show them how to improve and help them to evaluate their success. Skills are taught in a progressive, coherent manner, each year building on the previous one. A variety of strategies are used to develop collaborative and independent learning and to extend pupils problem solving capabilities.

Inclusion

The curriculum is adapted for pupils with Special Educational needs. Strategies are employed to ensure that all pupils are challenged in line with their ability. Where necessary, Individual Education Plans and/or intervention are implemented for pupils who need more targeted support (see Special Needs Policy for more information.)

Planning

Thorough planning is expected from all staff to ensure that the curriculum is delivered in meaningful way which challenges pupils and helps them to fulfil their potential. Learning intentions are explicit as are strategies used to adapt the curriculum for pupils with special educational needs, whether lower ability or more able.

Assessment

Children are assessed in different ways. There are national assessments which are reported on at the end of the EYFS, Key Stage 1 and Key Stage 2. Year 1 children are also assessed in their phonic knowledge towards the end of the year. Informal and formal assessments are used throughout the year to help plan the curriculum and identify next steps in learning. Please see the Learning and Teaching policy for more detail.

The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject
- support and offer advice to colleagues on issues related to the subject
- monitor pupil progress in that subject area
- provide efficient resource management for the subject.

It is the responsibility of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Monitoring and review

We have named governors for literacy, numeracy and Special Educational Needs who regularly meet with the respective leaders.

The class teacher is responsible for the day to day organisation of the curriculum.

The SLT/ELT monitor the lesson planning of all teachers during the year.

Subject leaders monitor the way their subject is taught throughout the school.

The teachers are responsible for the medium and long-term planning which is shared with the subject leader. Subject leaders also have responsibility for the purchase, storage and management of resources.

This policy should also be read in conjunction with:

- The Special Needs policy
- The SRE policy
- The Safeguarding policy
- The Learning and Teaching policy