

Curriculum Policy

Rationale

Our school's curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the Early Years Foundation Stage Curriculum and the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential and be prepared for life in modern day Britain.

We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide and consider it to be broad and balanced. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum:

- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
- We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
- We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
- We will meet the needs of all our children, and ensure that we meet all statutory requirements regarding inclusion.
- We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

Aims and objectives

The aims of our school curriculum are:

- To provide pupils with meaningful and relevant learning opportunities which are suitable for the pupils attending our school;
- To enable all children to learn, and develop their skills, to the best of their ability;
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- To teach children the basic skills of literacy, numeracy and ICT;
- To enable children to be creative and to develop their own thinking;

- To teach children about the developing world, including how their environment and society have changed over time;
- To help children understand Britain's cultural heritage;
- To appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- To enable children to be positive citizens;
- To fulfil all the requirements of the National Curriculum, the Early Years Foundation Stage Curriculum;
- To teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

Safeguarding

Iqra Primary School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all curriculum coordinators will consider the opportunities that exist in their area of responsibility for addressing the 'Keeping Children Safe in Education: Statutory guidance for schools and colleges April 2014'. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened.

As part of developing a healthy, safer lifestyle, pupils will be taught, for example:

- To recognise and manage risks in different situations and then decide how to behave responsibly
- To judge what kinds of physical contact are acceptable and unacceptable
- To recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help
- To use assertiveness techniques to resist unhelpful pressure
- Emotional literacy:
 - Knowing your feelings.
 - Ability to listen to others and having a sense of empathy
 - Learning to manage our emotions.
 - Repairing emotional problems
 - Putting it all together: emotional interactivity

All computer equipment and internet access within the school will be subject to appropriate "parental controls" and Internet Safety Rules (more information can be sought from the E-safety policy).

Inclusive Curriculum (see Inclusion Policy)

All children will benefit from 'Quality First Teaching': this means that teachers are expected to assess, plan and teach all children at the level which allows them to make progress with their learning.

We measure and assess the impact of teaching regularly through meetings with our SEN coordinator and individual teachers to ensure all children have equal access to succeeding in all subjects. Some of our TAs have ELKLAN training which helps them to support children with communication difficulties. Other TAs and HLTA (higher Level Teaching Assistants) have expertise and training on other areas or specific interventions. All TAs work with children with SEN and disabilities.

Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Organisation and planning

Each year group plans a curriculum matrix for the academic year. Staff collaborate in order to share topic ideas and make links between areas of the curriculum and whole school events, e.g. black history month, world book day.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. Our medium-term planning is directly linked to National Curriculum expectations from the guidance documents.

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

We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the Early Years Foundation Stage Curriculum and the National Curriculum, and there is planned progression in all curriculum areas.

Early Years Foundation Stage (See EYFS policy)

The curriculum that we teach in Reception meets the requirements set out in the Early Years Foundation Stage Curriculum. Our curriculum planning focuses on the Characteristics of Effective Learning, Developmental Matters, Early Years Outcomes and Early Learning Goals expectations.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned and structured activities. Teaching in the reception class builds on the experiences of the children in nursery.

Each term, the practitioners will assess the skills development of each child, and record this in the E-Journals. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

Life skills

In coordination with the 'key skills' in the revised National Curriculum, Iqra promotes the following 'life skills' in our curriculum:

- Enquiry
- Adaptability
- Communication
- Co-operation
- Resilience

In our curriculum planning, we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers in all subject areas seek to contribute to a child's progress in these skills, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

British Values (see Values Policy)

Democracy:

Democracy is evident throughout our school. Pupils have the opportunity to have their voices heard through the election of School Council members and Pupil questionnaires. Our school's Behaviour Policy involves rewards that the pupils vote on as a class group i.e. choices for golden time

The Rule of Law:

The importance of Laws/rules, whether they are those that govern the class, the school, or the country, are consistently reinforced, particularly during school and class assemblies, SMSC and topic work. Pupils are taught the value and reasons behind laws; that they govern and protect us, the responsibilities that this involves and consequences when laws/rules are broken. Visits from authorities such as the Police and Fire Service are regular parts of our calendar and help reinforce this message.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and advise how to exercise these safely, for example through our E-Safety and SMSC lessons. Whether it be through choice of challenge, how they record work, selection of lunches or participation in our extensive extra-curricular clubs- pupils are given the freedom to make choices.

Mutual Respect:

Part of our school ethos and behaviour policy has revolved around Core Values such as 'Respect', and pupils have been part of discussions and assemblies related to what this means and how it is shown.

Tolerance of and respect for those of all faiths, no faith, different cultures and lifestyles:

This is achieved through enhancing pupils understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity through visits and discussions. Assemblies and discussions involving prejudices and prejudice-based issues have been followed and supported by learning in RE and PHSE.

Social, Moral, Spiritual and Cultural (SMSC) development (see SMSC Policy)

Our curriculum provides a wide range of artistic, sporting and cultural opportunities that encourage pupils to work together and use imagination in their learning. Activities are planned that require pupils to reflect and empathize with others as well as giving them the confidence to provide their opinions and develop their own viewpoints.

We use the SEAL materials across school and closely link SMSC with our PSHE scheme of work. Our teachers assess the children's work in SMSC both by making informal judgments as they observe them during lessons and extra-curricular activities and through speaking to the children about how they feel and what they have learnt

Monitoring (see Monitoring Policy)

There is a named governor assigned to particular subjects within the curriculum. These governors liaise with the respective subject leaders, and monitor the way in which these subjects are taught.

The SLT oversees curriculum development planning. They organise the monitoring of teaching and learning as well as curriculum development, and receive feedback from subject leaders.

Subject leaders monitor the way in which their subject is taught throughout the school. The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support, advise and coach colleagues on issues related to the subject;
- Monitor pupils' progress in that subject area;
- Provide efficient resource management for the subject;

Assessment (see Assessment Policy)

The main purpose of assessment in our school is to help teachers, parents and pupils plan their next steps in learning. We also use the outcomes of assessment to check and support our teaching standards and help us improve. Through working with other schools and using external tests and assessments, we will compare our performance with that of other schools. We assess pupils against assessment criteria, which are short, discrete, qualitative and concrete descriptions of what a pupil is expected to know and be able to do. Assessment criteria are derived from the school curriculum, which is composed of the National Curriculum.

Other policies and documents to be read in conjunction with the Curriculum Policy:

National Curriculum 2014
Teaching and Learning Policy
Marking and Feedback Policy
Monitoring and Evaluation Policy
Homework Policy
Safeguarding Policy
E Safety Policy
EYFS Policy
SEND Policy
Values Policy
SMSC Policy
Teacher Standards