

Aims of the Curriculum

Curriculum Policy

The curriculum in its fullest sense firmly underpins the school's Vision Statement from which a culture and ethos is generated that supports the spiritual development of all involved in the school community.

The curriculum which the school offers is broadly based, balanced and relevant and aims to provide a high quality of educational experience for all the pupils in our care.

In accordance with the teaching and values of Christ's Gospel we value the importance of each person in our school community. We organise our curriculum so as to promote co-operation and understanding between all members of our school community.

Our work at school is designed to promote the intellectual, physical, moral, spiritual, aesthetic and emotional growth and development of each child, at a level appropriate to their understanding and capabilities.

Recognising each child as a unique individual we strive to match learning tasks to appropriate levels of ability and attainment so that all children can gain a sense of achievement and pleasure from their learning.

To this end we aim to help the children:

- To develop lively, enquiring minds, the ability to ask questions, solve problems, argue rationally and apply themselves to tasks.
- To develop knowledge and understanding, skills and personal qualities relevant to their education within a Christian context — and in readiness for the opportunities, responsibilities and experiences in adult life.
- To develop the basic skills of literacy, numeracy and Information Technology (IT).
- To enable children to be creative and to develop their own thinking.
- To help the children understand the importance of truth and fairness so that they grow up committed to equal opportunities for all.
- To develop a critical understanding and respect for the environment and the world in which they live and an awareness of the inter-dependence of individuals, groups and nations.
- To appreciate the significance of human achievements and aspirations.
- To develop self-awareness, a sense of self-respect and a willingness to be self-motivated and contribute to the welfare of others and to society.
- To develop a respect for other people acknowledging that the differences in their abilities, background and beliefs bring a richness into our own lives.

- To gain pleasure from joining with others in games and outdoor activities and develop the social skills needed to live and work co-operatively.
- To teach religious education in accordance with the Brentwood Religious Education Service.
- To develop perseverance and a positive attitude to learning.
- Schemes of work must take into account the ages, aptitudes and needs of all pupils including those pupils with an EHC plan.
- Schemes of work must not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Organisation of the Curriculum

The curriculum is planned in three phases – long term, medium term and short term. The long term planning indicates the areas to be covered over each academic year. Long term schemes of work have been carefully planned taking into account the Early Years Foundation Stage, the National Curriculum and the wider curriculum. The schemes are reviewed on a regular basis.

With the medium term plans, learning objectives and teaching strategies are clearly set out. These contain the detail of the work to be covered with a progression of learning objectives. The plans should indicate how the work will be differentiated and what the pupil outcomes will be.

The short term plans are those written on a weekly basis. These are used to set out the learning objectives for each session, and to identify the activities and required resources for each session.

In EYFS there is an interdisciplinary topic approach to curriculum planning. This is planned with care to ensure that there is coherence and full coverage of all aspects of the early learning goals, and planned progression in all curriculum areas.

In KS1 & 2 all subjects are taught discretely, although opportunities for cross curricular links are identified.

Roles & Responsibilities

The role of the curriculum co-ordinator is to:

- Provide a strategic lead & direction in the subject.
- Support & offer advice to colleagues on issues related to the subject.
- Monitor progress in that subject area.
- Provide efficient resource management for the subject. It is the responsibility of all subject co-ordinators to keep abreast of developments in their subject, at both national & local level. They review the way the subject is taught in the school and plan for improvement.

Monitoring

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher monitors the weekly lesson plans for all teachers, to ensure effective teaching of the curriculum and that all lessons have appropriate learning objectives. The Headteacher also undertakes to monitor pupils' work regularly.

The class teachers are responsible for writing/following Weekly and Long Term Plans, ensuring that the curriculum is taught and that the aims are achieved for their class.

Curriculum co-ordinators monitor the way their subject is taught through the school. They examine the long term and medium term planning and to advise on appropriate teaching strategies.

The progress of each pupil is tracked to ensure that there is appropriate challenge, support or intervention.

The Governors monitor the success of the curriculum at the Education Committee level using data from GL Assessments and external exam results. These details will be further reported at Governing Body meetings through the Head's Report.

(October 2017- to be reviewed October 2020)