



In our school, much of the curriculum is taught through the use of a rolling programme of topics. All year groups will cover the same topic, but the particular aspects they consider and the way in which they approach the work may differ.

## **Organisation and Planning**

The curriculum is planned in three phases and a long-term plan for each class is agreed. This indicates what topics are to be taught in each two-term period. We review our long-term plan every three years.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Our medium-term plans are linked to the National Curriculum Programmes of Study.

Short-term plans are written by our teachers on a weekly or daily basis and these are used to set out the learning objectives for each session and to identify what resources and activities will be used in the lesson.

In the Early Years Foundation Stage and at Key Stage 1, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

At Key Stage 2, the curriculum places a greater emphasis on the core and foundation subjects than it does at Key Stage 1. For example, this may mean that there is more concentration one term on a history topic and then a switch in the next term to a greater emphasis on geography. Over the course of the academic year, every child will have the opportunity to experience the full range of National Curriculum subjects.

## **Children with Special Educational Needs and Higher Achievers**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If it is felt necessary to adapt the curriculum to meet the needs of an individual child, it is done only after consultation with the parents/carers.

If a child has a special educational need or is a higher achiever, we do all we can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child displays signs of having special needs or being gifted/talented, the teacher will make an assessment of this need. In most instances, the Class teacher is able to provide resources and educational opportunities that meet the child's needs within the normal class organisation. If a child's need is greater, we consider the child for a Special Educational Need and involve the appropriate external agencies.

An Individual Education Plan (IEP) is produced for any child who requires one. This sets out the nature of the special need and outlines how the school will aim to address the need. It also sets out targets for improvement so that the progress of each child can be monitored and reviewed at regular intervals.

Curriculum

### **Early Years Foundation Stage**

The curriculum that we teach to the children in Reception focuses on the Early Learning Goals and on developing children's skills and experiences. Our school fully supports the principle that young children learn through play and by engaging in well-planned structured activities. Teaching in the Foundation Stage builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the children's first term in Reception, their teacher makes a baseline assessment to record the skills of each child on entry to the school. This assessment forms an important part of the future curriculum planning for each child.

### **Rôles and Responsibilities**

The governing body's Curriculum Working Party is responsible for monitoring the way the school curriculum is implemented.

The Headteacher, in conjunction with the core subject leaders, is responsible for the day to day organisation of the curriculum and monitors the weekly lesson plans for all teachers, ensuring that classes are taught the full requirements of the National Curriculum and that all lessons have appropriate learning objectives.