

LITTLE GADDESSEN CHURCH OF ENGLAND PRIMARY SCHOOL

CURRICULUM POLICY

Approved July 2017

Review by July 2019

PURPOSE

The curriculum is the principle means by which the school delivers its vision for its pupils. This is set out in full on the school website. In summary, the vision is for all pupils to become “creative thinkers, confident individuals, independent learners, gaining excellent results”.

The curriculum facilitates pupils’ spiritual, moral, social and cultural (SMSC) development. It prepares them for the opportunities, responsibilities and experiences of later life.

OVERVIEW

At Little Gaddesden Primary School, the curriculum as a whole comprises;

- The National Curriculum Core subjects (English, Maths, Science)
- The National Curriculum Foundation subjects (Art and design, Computing, Design and technology, Modern Foreign Languages (KS2), Geography, History, Music, Physical education)
- Statutory Requirements & subjects (Early Years Foundation Stage and Religious Education)
- Recommended subjects (Personal, Health, Social, Economic Education)
- OFSTED criteria (British Values)
- Additional areas of study determined by the school. These are driven by the school’s demographic and cultural context, its proximity to St Albans/London and staff innovation. Many are supported by the Wager Bell fund.

The details of all the National Curriculum, Statutory and recommended subjects are set out in Curriculum Map Leaflets for Stage 1 and 2. These are available on the school website.

ASSESSMENT

Little Gaddesden Primary School uses the Herts for Learning Assessment Framework to review pupils’ progress.

POLICY MONITORING & REVIEW

The Governing Body (through the Curriculum Committee) monitors individual subjects within the curriculum and outcomes of the curriculum as a whole for pupils.

- a) Monitoring individual subjects. This is done by:
 - Linked Governors for EYFS, English, Maths, RE, PE
 - The rolling programme of curriculum review. (Appendix 2)

- b) Monitoring outcomes of the curriculum. This is done by;
 - Reviewing results including attainment, progress and value added
 - Pupil and parent surveys
 - Spiritual, moral, social and cultural monitoring. This is reviewed collectively at Governors' mornings and individually by governors as they visit the school, attend church services and events, and accompany trips.

Appendix 2

ROLLING PROGRAMME 2016-19

2016/17	Autumn 2016	Assessment	Spring 2017	SEN	Summer 2017	EYFS
Monitor and develop	English RE	Science English	Maths Science	Music Maths	ICT Music	DT ICT

2017/18	Autumn 2017	Assessment	Spring 2018	SEN	Summer 2018	EYFS
Monitor and develop	English DT	PE English	Maths PE	PHSE Maths	Art PHSE	History /Geography Art

2018/19	Autumn 2018	Assessment	Spring 2019	SEN	Summer 2019	EYFS
Monitor and develop	English History /Geography	Science English	Maths Science	French Maths	ICT French	RE ICT

OFSTED Inspection Handbook August 2016

Defining spiritual, moral, social and cultural development

The spiritual development of pupils is shown by their:

- ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values
- sense of enjoyment and fascination in learning about themselves, others and the world around them
- use of imagination and creativity in their learning
- willingness to reflect on their experiences.

The moral development of pupils is shown by their:

- ability to recognise the difference between right and wrong, readily apply this understanding in their own lives and, in so doing, respect the civil and criminal law of England
- understanding of the consequences of their behaviour and actions
- interest in investigating and offering reasoned views about moral and ethical issues, and being able to understand and appreciate the viewpoints of others on these issues

The social development of pupils is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively
- acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

The cultural development of pupils is shown by their:

- understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others
- understanding and appreciation of the range of different cultures within school and further afield as an essential element of their preparation for life in modern Britain
- knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain
- willingness to participate in and respond positively to artistic, sporting and cultural opportunities
- interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.