



Capel Primary School

‘Learning today, for tomorrow’

Curriculum Policy

Policy Control	
Responsible Governor Team:	FGB
Approved by Governors:	October 2017
Date due for review:	October 2019

Inspiring a united community of enquiring minds
#happy learners

Our Vision:

Capel Primary School ‘inspires a united community of enquiring minds’.

We believe that through teaching pupils the metacognition and self-regulation skills that are required for lifelong learning, we will prepare all our pupils for success in the worlds ever changing landscape. We will value each child’s individuality and provide bespoke and insightful feedback, to ensure all reach their potential in our diverse community. Children should leave our school with the respect, self-worth and happiness, alongside being empowered through the achievement of educational excellence, to find future success.

Introduction:

The 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 National Curriculum and R.E., but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. Importantly, it also includes the ‘hidden curriculum’, or what the children learn from the way they are treated and how they are expected to behave.

We aim to teach children how to grow into positive, responsible people, who can work and cooperate with others while developing knowledge and skills, so that they achieve their true potential.

Our view of curriculum includes all the experiences of a learner, both those intended by the teacher and unintended learning. As a result, how the learner receives and engages with the curriculum is crucial and so our high quality feedback, expectations and modelling is fundamental to achieving our vision. The role of our school curriculum is central to promoting positive attitudes to lifelong learning.

Elements of the Capel Curriculum

The curriculum encompasses the:

- statutory National Curriculum and religious education (for 5-11 year olds) and Early Years Foundation Stage Curriculum (for 4-5 year olds);
- key skills (i.e. communication, numeracy, writing, reading, information technology, metacognition skills and problem solving) applied across the curriculum in all subject disciplines;
- personal, social, health and citizenship education;
- spiritual, moral, social and cultural development;
- teaching of skills for learning, attitudes and motivation;

- additional learning opportunities taught and provided outside school hours;
- broad, balanced, relevant curriculum experience that fosters learning across all areas and which responds to all areas of a person's development and intelligences;

Aims of the curriculum

Through experiencing our curriculum we aim for our children to:

- meet our high expectations for outcomes and make accelerated learning progress;
- have a deep understanding and mastery of key concepts and skills;
- be able to passionately and skilfully present and act on their opinions, from an informed stand point, whilst also demonstrating a meaningful respect for all;
- develop an inquisitive and curious mind-set, which is complemented through the refined ability to learn, reason, think deeply. ask questions and make links in learning;
- engender enjoyment and a lifelong love of learning;
- equip students with the ability to plan, monitor and evaluate their own experiences both independently and collaboratively;
- recognise the importance of emotional intelligence to lead others effectively ;

Effective teaching of the curriculum

At Capel Primary School we acknowledge that learning is most effective when:

- Learners feel safe;
- Learners understand the purpose of the leaning, make connections to previous learning and can see the relevance for themselves;
- Learners are clear about what is to be learned and what is to be assessed;
- Learners are able to reflect on and share how they go about learning with other learners, including those supporting their learning;
- Learners feel able to take risks and tackle challenges;
- Learners receive feedback on their successes and what could be improved;
- Learners trust all those involved in their learning;
- Learning is vivid: appealing to visual, auditory, physical, emotional and spiritual responses;

- The learner is supported, cared for, feel good about her/himself and has access to fresh air and drinking water;
- Learning takes place in a social environment that promotes interest and enthusiasm;
- Learning is highlighted, displayed, discussed and celebrated;
- Learning is also supported in the home as well as at school;

We organise the curriculum around these principles, which can be further explored through the Teaching and Learning policy, which also highlights Capel Primary Schools short, medium and long term planning procedures.

The role of the teacher and other adults

We believe teachers, and other adults, are facilitators and organisers of learning and critical friends; who share the learning journey with the children. Whilst in many cases the knowledge, skills and experience of the adult may be more, we do not believe this is always the case, nor do we believe that a teacher is a fount of all knowledge. The one thing we know about the future is we do not know what it will hold, children need to learn from role models who demonstrate learning skills in action, who are not afraid to try, nor to get it wrong, who can persevere, work together and listen to others; who can develop the child's ability to work in a diverse and changing world.

The role of the pupil

One of the main aims of our curriculum is to enable children to become independent, enthusiastic learners. Children are encouraged to help steer the direction that their learning takes, especially in topic work. Child-led learning is an important aspect of our curriculum. Children are encouraged to decide how to present their learning; choose how to practice the skills they need to master and ask questions to move their learning forward. We encourage children to develop a growth mindset which means that they take responsibility for their learning and knowing that they can achieve anything if they put in the effort and practice.

Personalised Learning - meeting the needs of all

Our curriculum is designed to meet the needs of all learners through quality teaching and appropriate differentiation. Provision is made for those children who need some extra catch-up support, as well as those pupils with Special Education Needs through differentiated classroom provision, extra support or additional and extra programmes (see SEND policy). Pupils who are high achieving are challenged appropriately within the classroom, being extended through appropriate independent work and focused group teaching. Targets are set each year in consultation with parents and written reports identify progress towards these.

We encourage children to be present at these consultation meetings. Children are given clear 'next steps' to help them make progress towards these targets and these are also shared at parent consultations. Marking and feedback give children individual support to progress in their learning (see Feedback Policy). These together with our focus on learning skills and a child-led approach to topic learning means pupils are treated as partners in their learning, with joint responsibility for participating in the design of their learning.

Monitoring and review

Our governing body is responsible for monitoring the way the school curriculum is implemented. The governors meet with the subject leaders and monitor closely the way the school teaches the curriculum.

The Headteacher is responsible for the day-to-day organisation of the curriculum and monitors the curriculum coverage. Monitoring of lessons ensure relevant learning outcomes, effective teaching styles and coverage of the curriculum. Monitoring is primarily assessed through learning outcome and leader ask 'what impact has the teaching/ethos/approach had on learning'.

To further ensure the teaching of our curriculum meets our aims Capel leaders conference stakeholders (including pupils), track data trends and monitor pupil work to ensure our high expectations are met.