

Bolsover Infants and Nursery School

Curriculum Statement



This Policy has been written in accordance with the wishes of staff, children and Governors of Bolsover Infants and Nursery School.

Date Agreed.....

Signed.....

CURRICULUM POLICY STATEMENT

Rationale

Our aim is to provide a quality, broad and balanced curriculum for all our children. A curriculum which allows children to enjoy and achieve, a curriculum which is;

- Broad, Balanced, Challenging and **FUN**
- Helps children fulfil their potential and become active learners
- Works in and out of school
- Not just about Standards

In order to do this we will need to ensure we have curriculum policies for each subject area, as well as schemes of work. This will ensure continuity and progression throughout school, as well as throughout different subjects, allowing us to fulfil the above vision and offer a rich and stimulating curriculum.

Through the curriculum the school should always:

- cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties;
- facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community;
- create and maintain an exciting and stimulating learning environment;
- ensure that each child's education has continuity and progression;
- ensure that there is a match between the child and the tasks he/she is asked to perform;
- provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education;
- recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process;
- Treat children in a dignified way.

Role of the child within the curriculum

Children should:

- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;
- be developing the ability to make reasoned judgments and choices, based on interpretation and evaluation of relevant information from a variety of sources;
- be happy, cheerful and well balanced;
- be enthusiastic and eager to put their best into all activities;
- begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour;
- be expected to behave in a dignified and acceptable way and learn to become responsible for their actions;

- care for and take pride in their school;
- be developing tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;
- be developing non-sexist and non-racist attitudes;
- know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data;
- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes;
- be developing an enquiring mind and scientific approach to problems;
- have an opportunity to solve problems using technological skills;
- be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity;
- know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events;
- have some knowledge of the beliefs of the major world religions;
- be developing agility, physical co-ordination and confidence in and through movement;
- Know how to apply the basic principles of health, hygiene and safety.

Role of the Teacher

- To have a sound subject knowledge and to stay informed of relevant statutory and non-statutory curricula frameworks
- To have a good understanding of a range of teaching and learning strategies.
- To ensure they plan, prepare and deliver a broad and balanced curriculum, which is appropriate to the needs of the children within their care.
- To ensure this curriculum follows our clear curriculum map.
- To understand and carry out all assessment requirements in each subject area, for every child and to fulfil all target setting and report arrangements.

Role of Head Teacher

- To encourage and ensure colleagues use the curriculum policies and Schemes of work appropriately.
- To ensure effective teaching and learning is taking place in each classroom.
- To track all children's progress to ensure satisfactory progress and better is being made by everyone in school.
- To monitor the standard of teaching and learning take place in the classroom. To ensure all staff have equal/need driven access to CPD.

Role of Co-ordinator

Alongside the head, subject co-ordinators have responsibility for progression and the co-ordination of their subject areas. They are responsible for the day-to-day maintenance of equipment. They should be available to support and advise colleagues in any way with their subject expertise. They should attend courses and support groups provided by the LEA and keep abreast of new initiatives in the curriculum area. They are also responsible for periodically updating school policies, consulting and liaising with all staff and Governors' throughout the process.

Role of Parents

The role of parent is to take an active interest in what their child is learning within the curriculum. To share the responsibility for their child's education and welcome any support that is offered from school. To become regular visitors to school, in order to take part in curriculum activities. To ensure they are supportive of their child's learning and are proud of their achievements.

Role of the Curriculum Governor

- Become informed about relevant documents and legislation; **OfSTED** criteria for evaluating the subject provision; local and national issues impacting upon the subject.
- Liaise with the subject co-ordinator or head of subject in order to become informed about staffing arrangements and training; the condition and availability of resources; curriculum and timetable arrangements; special needs provision; reference to the school development plan; assessment and recording procedures for the subject; which visits and visitors are planned.
- Establish and maintain effective lines of communication between the subject co-ordinator and the governing body; report back to governing body meetings.
- Help to keep parents informed via the school prospectus, newsletter, annual parents report and meetings.

The Curriculum

Our curriculum Map has been redesigned to fit the needs of our children. After much discussion with our children and staff we decided upon a curriculum map that works in a yearly cycle (two yearly cycle in the nursery). This ensures children are provided with a varied and balanced programme. In key stage 1 we cover a variety of subject led topics in each term; covering Geography, History, Science and RE. Art and Design and Design and Technology topics are designed to work alongside the topics being covered at the time. PE, Music, ICT and PSHE have clearly defined space in the timetable each week. In the Foundation stage we run topics that cover all areas of learning, although maths and literacy are delivered separately, as we as clearly defined Physical development, Music and PSHED sessions.

Resources

Most of our resources, at Bolsover, are kept in central store cupboards, unless they are age related. The equipment is arranged in clearly labelled cupboards,

drawers, trays, boxes, tubs and trolleys. Individual teachers are responsible for returning this equipment to its proper place after use. We expect that these resources will be kept in good condition and will attempt to replace items quickly when worn or out of stock (depending on monies available). The quality of our resources must be maintained to enable children to produce quality work. It is the responsibility of individual teachers to encourage the children to value school equipment and use it safely. Subject co-ordinators have overall responsibility for the upkeep and renewal of any specific subject related resources. Information about individual subject store cupboards is available in the yearly staff handbook as well as from co-ordinators and or cupboard doors.

Equal Opportunities

All children are encouraged to take part in all aspects of the curriculum. Activities are matched to pupils' ability, which is determined by thorough and continuous assessment. Children work in a variety of situations i.e. individually, in groups, (friendship, mixed, single sex, etc.) and as a whole class. We try and use starting points, which relate to both boys and girls of all abilities. We try to avoid stereotyping of other cultures as less advanced and to demonstrate that no one culture has a monopoly on achieving. We try to provide suitable equipment for our children with special needs. Physical abilities will not, of themselves, prevent pupils from taking an active part at any level in any curriculum area.

Special Educational Needs

Within school there is a Special Educational Needs Policy. The implementation of this policy is the responsibility of the SENCO. All staff follows guidelines as laid down in the DFEE "Code of Practice". Wherever possible, children with Special Educational Needs will be integrated into the whole class session, with differentiated work as appropriate. We fully believe in Inclusion where ever possible and would try to accommodate all children's needs and abilities.

Safety

Each teacher is responsible for planning safe activities. We can refer to the 'Be Safe' brochure and various articles in the central resources for advice. The head teacher is overall responsible for the Health and Safety of the school, however class teacher and subject co-ordinators also have duties and responsibilities to ensure the Health and Safety procedures are followed. Risk assessments should also be carried out for less common or activities which pose any risk. These will be carried out when necessary by the health and safety co-ordinator.

Assessment / Monitoring / Recording

All assessment tasks should be identified within individual teachers planning, whether in Mid-term or weekly planning. The class teacher is responsible for keeping a record of children's progress, however we work together to monitor and evaluate the children's work by:-

- Sharing our planning
- Looking at outcomes of children's work
- Building up a portfolio of work to help us recognise achievement. More information on this area can be found in the Assessment and Recording Policy.

(See Assessment / Monitoring Policy for details)

The Foundation Stage Curriculum

The curriculum for the foundation stage in school reflects the areas of learning identified in the Early Learning Goals. The experiences our children meet, through planned play, often enable them to develop a number of competencies, skills and concepts across several areas of learning.

The Early Learning Goals are in line with the objectives in the National Primary Strategy. By the end of the reception year, children will have a daily mathematics lesson and a literacy lesson. Teachers initially address the requirements in a flexible way but, as part of the smooth transition to key stage 1, they put the literacy hour and daily mathematics lessons into operation by the end of the foundation stage.

The Early Learning Goals provide the basis for planning throughout the foundation stage. Our medium term planning is completed half-termly and identifies the intended learning, with outcomes, for children working towards the Early Learning Goals, and for those working towards level 1 and 2 of the National Curriculum. Staff uses Development matters to organise learning and plan for structured play, targeted learning, individual, group and whole class learning.

Areas of learning in the foundation stage include:

- Communication, Language and literacy
- Mathematical Development
- Personal, social and emotional development
- Knowledge and understanding of the world
- Creative Development
- Physical Development

(See Early Years Policy for more detail)