



Devonshire Primary Academy Curriculum Policy



Implementation Date: October 2013
Adopted by Governors/HT: HT
Review period: 3 years
Last review date: October 2014
Person responsible for policy: Miss D Elliott

MISSION STATEMENT

At Devonshire we are committed to offering our pupils the highest possible quality of education.

We want our children to

- develop imagination and creativity
- acquire skills and abilities
- have a love of learning

Through respect, teamwork and partnerships, we will work together to ensure that all children achieve, succeed and become responsible, caring and well-mannered citizens.

Introduction

The curriculum at Devonshire Primary Academy has an emphasis on creativity for learning. We believe that education will provide the essential tools for learning. We value the principles of enabling every child to succeed as outlined in ‘Every Child Matters’. What we teach and how we teach it will allow children to experience the joy of discovery, solving problems, being creative through the arts, developing their self confidence as learners and maturing socially and emotionally. In order for our pupils to be able to achieve their full potential, we ensure there is a well-planned out curriculum and good teaching. Our curriculum is mapped to ensure coverage of all basic skills and statutory requirements. Each year group is provided with specific areas for learning to cover during the year. They can then tailor these to meet the needs and interests of their class.

Aims and Objectives

Principles for Learning and Teaching

At Devonshire we believe that the following values and principles for learning and teaching are fundamental to how we shape our curriculum. These include our beliefs about the curriculum and the ways children learn.

We expect teachers to:

- Set high expectations and give every learner the confidence to succeed.
- Establish what learners already know and build on it.
- Structure and pace the learning experience to make it challenging and enjoyable.
- Inspire learning through passion for the subject.
- Make individuals active partners in their learning.
- Develop learning skills and personal qualities.

- Make learning more meaningful, through putting it into context.
- Have a flexible approach to timetabling to allow for depth and breadth of study.

Organisation and Implementation

1. Planning

Teachers at Devonshire Primary Academy recognise that planning is essential because it enables them to ensure:

- curriculum coverage and progression;
- an emphasis on skills progression;
- high expectations and achievement;
- inclusion;
- a balance of challenge and support;
- personalised learning for all children that builds upon previous experiences and learning;

- a clear focus for teaching and assessment;
- that all adults in the classroom are aware of what learning is intended.

Our planning takes place at 3 levels

- **Long Term plan** – in the form of Curriculum Maps for years 1 to 6. Foundation Stage use the EYFS curriculum to plan from.
- **Medium Term plans** – each year group creates a topic web for each half-term which includes skills and subject areas to be covered.
- **Short Term plans** – Short term plans contain the learning objectives, subject skills and assessment for learning for the lesson as well as activities and how the task will be differentiated.

2. Cross – Curricular Links

Creative approaches to learning can only be made possible if there are creative approaches to organisation and use of time. Making links between curriculum subjects and areas of learning can deepen children's understanding by providing opportunities to reinforce and enhance learning.

Skills which are taught in one subject or learning area, can be developed through purposeful use in other areas. To further enrich the curriculum we also have special curriculum days where the whole school focuses on a particular subject or initiative. Each year group produces a scrap book to demonstrate creativity across the curriculum.

Curriculum Roles and Responsibilities

Curriculum Leaders

Their role is to have a positive impact on the learning and teaching of the curriculum across the school

This is achieved by providing:-

- a strategic lead and direction for the curriculum across the school
- monitor/analyse progress across the school
- report to HT /Governors on findings of analysis
- working with subject leaders
- implementing change as appropriate
- identifying CPD needs

Class Teachers

Their role is to have a positive impact on the learning and teaching of the curriculum for their class

This is achieved by ensuring:-

- clear plans for progression are produced/followed
- all relevant National Curriculum objectives are covered
- individual needs are met
- assessment procedures are followed
- a commitment to creativity is shown through providing rich and varied creative opportunities

Equal Opportunities & Special Needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. Necessary adaptations to the curriculum are made to meet the needs of individual children. Staff refer to the Special Needs Policy and the SENCo in order to do this.

Subject Leaders

Subject leaders have an overview of their subject across the year groups.

Their responsibilities include:

- having a detailed knowledge of their subject and how this can be linked to all areas of the curriculum
- promote and identify good practice
- to have an understanding of age-related expectations and how these are being met across school

- to monitor standards through work sampling, lesson observations, planning scrutiny and pupil interviews
- to stay up-to-date with developments in their subject

Monitoring and review by curriculum leaders

- Regular monitoring takes place to monitor the implementation and effectiveness of the curriculum. This includes pupil interviews, samples of topic books and planning scrutiny. Written feedback is then provided to staff.
- The curriculum policy and guidelines need to be regularly reviewed and adaptations made.

Conclusion:

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:

Teaching and Learning policy

Assessment and record keeping policy

Special Educational Needs policy

Equal opportunities policy