



# Discovery Federation

## Curriculum Policy

Updated: September 2019 by Mrs C. Robson

This policy is a statement of the aims and objectives implemented within our school, for the development of the National Curriculum (2014).

At Discovery Federation we aim to fulfil the expectations of the National Curriculum, as set out by the DfE:

*“Every state-funded school must offer a curriculum which is balanced and broadly based and which:*

- *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*
- *prepares pupils at the school for the opportunities, responsibilities and experiences of later life”*

(National Curriculum in England, DfE, 2013)

In pursuit of the above objective, we (in partnership with Durham LA) strive to:

- Continue to raise educational achievements as a vital key to improving the quality of life of our children.
- Continue to promote high expectations of educational standards and achievements, acknowledging and challenging disadvantage and discrimination in all forms.
- Value individuals and communities from all backgrounds.
- Acknowledge specific individual needs and meet them as far as possible within available resources.
- Ensure all children develop resilience, tolerance and high levels of self-esteem in order to become confident young citizens
- Instil a lifelong love of learning
- Provide wide, varied and stimulating educational experiences, which are based on the EYFS Curriculum and the National Curriculum.

## Planning the Curriculum

At Discovery Federation, all pupils have equal access to the curriculum. When planning the curriculum, we will ensure that:

- we implement the objectives of the curriculum so that learning is progressive, and we are aligned with or surpassing national expectations
- we base our Foundation Stage planning on the six areas of learning identified in the EYFS curriculum
- our long term and medium-term plans are regularly updated and reviewed in light of changes and progressive expectations
- we incorporate whole school projects which facilitate cross-curricular learning and provide platforms for raising the profile of different subject areas
- we draw on and recognise the values of linguistic, religious, cultural and ethnic diversity, particularly within our local community, and that they present positive images to our pupils
- we cater for the needs of all pupils in mainstream classes
- we recognise and plan for the needs of all pupils including those with special needs, and gifted and talented pupils
- we use available resources effectively to meet the individual needs of all pupils
- we deliver a curriculum that encourages respect for the environment and society
- we create and maintain an exciting and stimulating learning environment where
- all pupils are encouraged to be risk takers

# Implementing the Curriculum

Through the implementation of the curriculum, our pupils will:

- have an education that enables them to develop the knowledge, understanding and skills identified in the National Curriculum and Early Years Foundation Framework
- have opportunities to develop core English, Maths and computing skills across the curriculum
- experience a planned programme of personal, social, health and citizenship education
- receive accurate and helpful feedback from teachers on how well they are doing at school, ways of improving their work and guidance in setting their own targets
- have a record of curriculum achievements based on observation, monitoring, assessment and discussion with them and their parents or carers, and recorded in a way that is valuable for pupils, their families and their receiving schools
- be shown respect as learners and individuals
- be actively encouraged to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others
- work in a learning environment that is safe, secure, exciting, stimulating and clean
- develop their resilience in a happy and safe environment
- participate in a variety of activities that enrich the curriculum; including enrichment time, educational visits, residential experiences, performances, sporting events and exposure to the arts.

In addition, our pupils in Early Years Foundation Stage will:

- have access to an environment, both indoors and outdoors, that is stimulating, safe, clean and well equipped.
- receive a curriculum based on the Early Years Foundation Stage Framework;
  - The prime areas of learning being:
    - Communication and language
    - Physical development
    - Personal, social and emotional development
  - The specific areas of learning being:
    - Literacy
    - Mathematics
    - Understanding the world
    - Expressive arts and design
- be observed, monitored and assessed on an on-going basis in the pursuit of achieving the Early Years Learning Goals

In addition, in Key Stage 1 and 2 pupils will:

- have exposure to the new learning objectives and material of the National Curriculum
- have opportunities for creative role play, drama and recital to support speaking and listening skills
- receive reading, spelling, and cross curricular 'Going for Gold' homework on a regular basis to further support learning at home
- have opportunities to learn to swim
- have opportunities for outdoor and adventurous activities through different whole school and class projects
- take part in residential trips
- have opportunities to take part in a performance e.g. class assemblies, concerts and productions
- receive extra-curricular activities through sporting events, performances and after-school clubs
- have opportunities to participate in collective worship through whole school and class assemblies

In addition, pupils with English as an additional language (EAL) are entitled to:

- an assessment of their needs via EMTAS service to ensure specific planning by class teachers and additional support staff

In addition, pupils with special educational needs (SEN) are entitled to:

- an assessment of their needs to measure progress where these are appropriate
- a tailored development of the curriculum to meet their differing needs
- individual SEN Support Plan to support their progress
- additional support with lessons where possible
- additional meetings with parents/professionals to set targets, review progress and generally work together.

To establish and maintain standards:

- We regularly monitor and compare our school's national tests and exam results against national and local benchmarks, as well as with similar schools.
- We identify our strengths and weaknesses in order to raise our pupils' attainment further.
- We are aware of differences in our pupils' attainment. We analyse pupils' performances and development strategies to address imbalances where they occur (for example, writing as a whole school issue)
- We maintain systems for monitoring pupils' progress to enable us to estimate and predict annual progress - with this information we set targets to challenge and improve pupils' attainment.

Within the context of performance management and monitoring procedures, we:

- Regularly sample pupils' work and ensure we agree on pupils' levels of attainment.
- Evaluate the quality of our teaching and its impact on pupils' attainment and ensure consistency within our teaching and learning policy
- Ensure we develop our professional expertise in order to improve pupils' attainment.

## The role of governors

Our governors determine, support, monitor and review the school policies on the curriculum. In particular they:

- support a broad and balanced curriculum by allocating resources effectively;
- monitor that the curriculum is in line with the National Curriculum 2014;
- monitor the curriculum in the light of health and safety regulations;
- monitor how effective the curriculum is in terms of raising pupil attainment;
- ensure that staff development and performance management policies promote good quality subject knowledge for staff;
- monitor the effectiveness of the school's curriculum policies through the school self- review processes. These include meetings with subject leaders, governors monitoring and the termly head teacher's report to governors as well as a review of the in-service training sessions attended by our staff.

## Parental contribution and involvement:

At Discovery Federation, we value parents as members of our school family, and recognise that they are the foremost educators of their children. In view of this, we:

- Develop links between the School Operations Manager and parents/carers as well as the parent group to lead and support with fundraising events for the benefit of the school.
- Arrange home visits for pupils about to enter Reception
- Provide regular workshops for parents on different subject areas

- Report to parents using our Traffic Light Trackers half termly to ensure a consistent dialogue between home and school
- Hold termly Parent Consultation Evenings to share information and progress on learning and achievements
- Involve parents in their child's SEN Support Plans
- Invite parents to class and celebration assemblies, productions and the annual awards' assembly
- Hold regular Stay and Play events across school
- Keep parents regularly informed of school life through a weekly newsletter, School website, Facebook page, e-mail and school app.
- Involve parents in preparations for SATs through meetings

## Other Agencies and Bodies:

- The governors of the school have established responsibilities and links with various areas of school life.
- Learning partnerships have been established with other schools in order to provide opportunities for CPD for staff and wider learning experiences for pupils.
- Links with businesses in the local area to support with our outdoor provision.
- Grant applications to different businesses and charities to seek funding to enrich the experiences of children in school.

## Role of the Curriculum Co-ordinator:

- To lead the development of the curriculum in the school in the light of changes made to the national framework and expectations
- To provide leadership and direction for the curriculum
- To monitor teaching and assessment of the different subject areas
- To monitor pupils' progress
- To provide guidance and advice to individual staff members and subject leaders
- To regularly update staff on new frameworks and expectations
- To monitor the success of planned projects and topics

## Review

This curriculum policy will be reviewed by the curriculum coordinator, the Head teacher, the Governing Body and the teaching staff of the school. The effectiveness of the implementation of this policy will be reported to the Governing Body. This policy will be reviewed and revised annually.

# Appendix I - Curriculum Long Term Plans