**INGOLDISTHORPE C of E PRIMARY SCHOOL**

**Policies**

**Original signed copies in staff room with copies on website, intranet**

**Curriculum Policy.**

***January 2020***

Signed: Chair of Governors *Date: Jan 2020*

Signed:  Head teacher Date: *Jan 2020*

*Reviewed by Governors Spring Term 2020.*

*Ratified at the February meeting.*

Policy to be reviewed Spring Term 2023.

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1. **Key roles and responsibilities**
   1. The Governing Body has overall responsibility for the implementation of the Curriculum Policy of Ingoldisthorpe Primary.
   2. The Governing Body has overall responsibility for ensuring that the Curriculum Policy, as written, does not discriminate on any grounds, including but not limited to: ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
   3. The Governing Body has responsibility for handling complaints regarding this policy as outlined in the school’s Complaints Policy.
   4. The Governing Body is responsible for publishing National Curriculum test and teacher assessment results.
   5. The Headteacher will be responsible for the day-to-day implementation and management of the Curriculum Policy of Ingoldisthorpe Primary.
   6. Curriculum Co-ordinator (also the Headteacher) is responsible for providing a strategic lead and direction for the school curriculum, in liaison with the subject team and the headteacher, in line with the Department for Education’s statutory guidance.
   7. The Curriculum Co-ordinator is responsible for providing efficient resource management and timetabling of subjects.
   8. The subject team is responsible for providing the Curriculum Co-ordinator with information about developments in their key area of learning at both a local and national level, and reviewing the curriculum across the school.
   9. The subject team is responsible for reviewing subject plans for their key areas and evaluating teaching, learning and assessment.
   10. Class teachers are responsible for teaching the agreed curriculum and liaising with the subject team to review areas of the curriculum.
2. **Floor standards**

At Ingoldisthorpe Primary, we strive to achieve results above the Department for Education’s floor targets which are:

Since 2017-18, a school will be above the floor if at least 65 per cent of pupils meet the expected standard in reading, writing and maths at key stage 2, or if it achieves “sufficient progress scores” in all three subjects. From 2017, the required progress scores are -5 in reading, -5 in maths and -7 in writing.

1. **Key skills**
   1. We believe the following skills are key within pupil development, and we promote these through our creative curriculum:

Communication.

Application.

Information Technology.

Working with others.

Improving own learning and performance.

Problem solving.

1. **Organisation and planning**
   1. Our curriculum is planned and developed in line with the requirements of the National Curriculum and the Early Years Foundation Curriculum. Our curriculum is based on several broad areas of learning:

Personal, social and emotional development.

Communication, language and literacy.

Mathematical development.

Knowledge and understanding of the world.

Physical development.

Creative development.

As far as possible, we provide an experiential curriculum, enabling our pupils to be fully engaged with what they are learning. Our curriculum is designed to ensure our pupils develop the skills they need to develop into good citizens who can solve problems and challenges and work well with others.

Long-term planning for each key stage takes place every year during July.

Medium-term planning gives clear guidance on the skills that we are developing within each topic. Regular reviews take place every term.

1. **Learning pledges**
   1. The primary purpose of this policy is to guarantee a successful learning experience for every child. With this in mind, we make the following learning pledges to ensure that every child is developed to their full potential:

Every pupil will be educated at least to the minimum standard set by the Department for Education.

Every pupil will be provided with opportunities to increase their self-esteem, motivation and aspirations.

Every pupil will be encouraged to be enterprising and entrepreneurial in order that they may succeed in an ever-changing job market.

Every pupil will be provided with opportunities to experience the wider world as a core part of their curriculum.

Every child will be taught about budgeting and financial management in order that they may succeed in an increasingly unpredictable financial world.

Every child will be challenged beyond their current level of ability in order that they may achieve their potential.

1. 3. **Assessment and reporting**

We consider accurate and focussed assessment to be the cornerstone of high quality teaching.

* 1. **Assessing progress in the Foundation Stage**
     1. During the Early Years Foundation Stage, our teachers begin to record the skills of their pupils and assess progress using Development Matters, Early Excellence & Early Learning Goals.
     2. Progress is reported to parents at regular intervals.
  2. **Assessing progress at Key Stage 1 and 2**
     1. A pupil’s progress throughout the subjects of English and Mathematics are assessed by teachers throughout each year using the2014 National Curriculum aims and objectives and recorded on the pupil tracking system.
     2. Pupils’ work is formally moderated via the National Curriculum tests, and reporting to parents takes place during the spring & summer term of each school year.
     3. Pupil progress meetings are held termly between class teachers and members of the school’s leadership team.
     4. Pupils in Years 3, 4 and 5 also undertake the optional tasks to allow teachers to further monitor progress and the school monitors progress against national standards.
     5. Our assessment strategy for other subjects is based on the National Curriculum outcomes and aims.
  3. **Assessing social, cultural, moral and spiritual (SCMC) development**
     1. Currently the school assesses PSHE using the SEAL programme .

1. **The role of the Curriculum Co-ordinator**
   1. The role of the Curriculum Co-ordinator is to:

Provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum and our learning guarantees.

Support and offer advice to colleagues on issues related to their subject.

Monitor pupil progress.

Provide efficient resource management.

1. **The role of the subject leaders**
   1. Within the school’s organisation each class teacher takes on the responsibility for leading on subject areas. It is the role of subject leader to:

Keep up-to-date with developments in their key area of learning at both national and local levels.

Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.

Monitor how their subjects are taught through monitoring the medium and short-term planning, ensuring that appropriate teaching strategies are used.

Lead sustainable improvement through supporting colleagues and others.

Review curriculum plans for their key areas ensuring there is full coverage of the National Curriculum and that progression is planned for.

Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.

Evaluate teaching and learning, and assessment within their subjects.

Audit, order and manage resources to enhance learning experiences for the pupils.

1. **Curriculum monitoring and review**
   1. Evaluation is essential for the planning and development of the curriculum. The Governing Body is responsible for monitoring the way the school curriculum is implemented.
   2. The governors liaise with the Curriculum Co-ordinator (headteacher), and monitor the way the school teaches subjects.