

Communication with parents

We value parents and work in partnership with them to enrich the curriculum. Parents are informed about the curriculum through topic letters, homework grids and curriculum workshops, and are positively encouraged to become involved. Termly parent workshops are also provided linked to the new national curriculum to share with parents the increased pitch and expectations and what this will look like in classrooms at Alban Wood.

To ensure a successful home-school link, all of the key curriculum documents are published on Alban Wood's website. This includes: English yearly overviews, topic overviews, maths overviews, PE overviews and science overview. Key documents are shared because we believe learning cannot just take place in one place; either home or school. Instead, learning is a continuum and parents may well have resources that would support a topic, want to visit places linked to a topic or complete some research linked to topic.

An inclusive curriculum

At Alban Wood we have high expectations of every pupil. The curriculum is mapped to ensure that there are no barriers to learning enabling every child to achieve their full potential. All lessons across the curriculum are differentiated to support children of all abilities. In addition, teaching and the curriculum may also need to be adapted to support children with special needs.

Coordinator teams

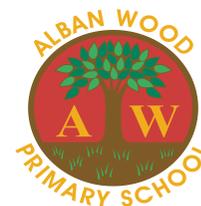
At Alban Wood members of teaching staff belong to coordinator teams (core, humanities, creative arts and personal and physical teams)
The role of each team is to:

- Develop and review the curriculums for their subjects ensuring they are motivating and inspiring;
- Provide a strategic lead and direction for their subjects;
- Support and offer advice to colleagues on issues related to their cluster of subjects and the development of the curriculum;
- Monitor pupil progress in those subject areas;
- Ensure each subject is well resourced with new and exciting resources.

In addition to work completed by coordinator teams, the Senior Leadership team regularly evaluates the development of the curriculum against our curriculum aims. The Senior Leadership team monitors the impact of the curriculum through book and planning scrutinies, pupil voice feedback, observations and learning environment walks. This is also supported by our governing body's School Improvement Committee as they are also responsible for monitoring curriculum implementation. Coordinator teams submit yearly reports to the Governing body with curriculum updates as well as regular updates during termly meetings from the headteacher.

The Governing Body will review this policy statement annually and update, modify or amend it as it considers necessary to ensure the policy meets the needs of Alban Wood Primary School.

June 2015.



Alban Wood Primary School – Curriculum Policy

Rationale

At Alban Wood we believe that the curriculum is a powerful tool that promotes a love of learning and a desire to enquire, ask and research. We use the National Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in.

We are committed to developing the whole child therefore our children will have the opportunity to be creative, to be physically active and to be academically challenged.

Following new national curriculum requirements, we are continually reviewing and improving the curriculum we offer to our children. During 2013-2014 staff at Alban Wood developed a new National Curriculum for both core (English, Maths, Science and ICT) and foundation subjects (Art, D+T, Music, PE, PSHCe, RE, History and Geography).

This curriculum has been designed alongside pupils to ensure a curriculum that is relevant to the needs and interests of Alban Wood pupils is created. The curriculum at Alban Wood will continue to evolve during 2015– 2016, as we will be in the second year of a two year cycle, according to the needs of our children and to the aspirations of the staff and community.

Aims

The National Curriculum stipulates that 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, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

In addition to the statutory requirements the aims of our school curriculum are:

- to enable all children to learn, and develop their skills, to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the skills of literacy, numeracy and information and communication technology (Computing);
- to enable children to be creative and to develop their own thinking;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage and promote British values;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education.

The curriculum offered to our children is provided through a series of planned units of work which are created and implemented by our teaching staff. These are created in the form of medium term plans (MTPs). MTPs are written and then adapted following pupil voice and assessment for learning (AfL) as identified during whole class or group teaching. Year groups teach topics in year group pairs (Year 1 and 2, Year 3 and 4, Year 5 and 6). This is to enable collaboration between year groups and can be seen practically in the form of a shared topic display between classes.

At the end of each term staff share the overarching theme in preparation for the following term. This is shared with children in the form of a topic name and then the skills that are associated with the topic. At this point children are invited to steer their topic learning by suggesting possible lines of enquiry. Teachers incorporate these ideas as well as any previous knowledge children have into their MTPs.

Topics are integrated as much as possible where purposeful and exciting links can be seen. For example, this may be seen through a class having a history and music link with their topic for the first half term, then switching to a greater emphasis on

each child has the opportunity to experience the full range of National Curriculum subjects.

In addition, the national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which our teachers use to develop exciting and stimulating lessons which promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum. Beyond the national curriculum Alban Wood aims to provide wider curriculum links and these can be seen in the form of curriculum drivers.

At Alban Wood, three key themes drive and extend the curriculum beyond the key skills. Enterprise, community and possibilities make up Alban Wood's drivers. These key themes are interwoven into each topic and give an extra layer to each topic. These may be seen in the form of special days and events, final outcomes or starting points to discuss during philosophy discussions.

Application of Maths, Literacy and ICT skills across the curriculum

At Alban Wood, teachers use every relevant subject to develop pupils' mathematical, literacy and computing fluency. Confidence in these core skills across subjects is vital to success across the national curriculum.

We aim to develop pupils' mathematical fluency and reasoning in all subjects so that they understand and appreciate the importance of mathematics. Children are taught to apply a range of skills to problems, understand and use measures, make estimates and sense check their work. They should also understand the cycle of collecting, presenting and analysing data. They should be taught to apply their mathematics to problem solve and reason. All of these skills can be seen developed across the curriculum: for example, children are taught to use data handling skills and measuring skills in Science.

As with the application of maths, teachers develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is both a subject in its own right and the medium for teaching; for pupils, understanding the language provides access to the whole curriculum. Fluency in the English language is an essential foundation for success in all subjects. An example of this may be seen in a history lesson where children use literacy skills to write a diary entry recounting a particular historical event.

Finally, a high-quality computing education equips pupils to use technology with creativity. Computing ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through information and communication technology. Computing is interwoven throughout all topics as children are constantly using technology to research and present.