

THE CROSSWAYS SCHOOLS

CURRICULUM POLICY

Rationale

At The Crossways Schools we believe the curriculum is a powerful tool that promotes a love of learning and willingness to explore whilst having fun. We are proud in the way we deliver the Early Years Curriculum, National Curriculum and RE syllabus as a base for our wide and varied learning experiences for our children. We enrich the curriculum with 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. Our children will have the opportunity to be creative, physically active and academically challenged. We continually review and improve the curriculum at Crossways to meet the needs of our children and aspirations of the staff and community.

Our Mission Statements

- Federation statement: *'Learning Together, Stronger Together'*
- Infant School statement: *'Standing on Tiptoe'*
- Junior School statement: *'Soaring to Success'*

Our Values

- Respect
- Compassion
- Independence
- Creativity
- Self- belief
- Collaboration
- Resolve

Our Vision

- Crossways will achieve the best for the children, families and staff, and through this continue to deserve its strong reputation in the wider community for high quality education.
- Crossways will be purposeful, dynamic and vibrant schools where happy children develop a love of learning.
- Our children will be confident, well rounded and unique individuals who light up the room by living the values of the schools.
- Crossways will be at the heart of the community. Our children will be responsible, active citizens, aware of their local, national and global roles.
- Our schools will be renowned for their stimulating learning environments and curriculum which secure children's active engagement in their learning fostering their curiosity, imagination and creativity.
- Our caring, supportive and enthusiastic staff and governors will be dedicated to the learning and development of all our children. The value we place on the children and each other creates a strong, motivated team.
- Every feature of our school buildings and grounds will provide a safe yet inspirational learning environment, accessible to all.

Aims and Objectives

The aims of our school curriculum are:

- to enable children to understand and use the skills and attributes needed to be a successful learner
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for life-long learning and become successful learners
- to teach children the necessary skills in all subjects and enable them to be creative across the curriculum
- to enable children to be healthy individuals who enjoy dynamic physical activity and appreciate the importance of a healthy life style
- to teach children about their developing world, including how their environment and society have changed over time
- to help children understand British values and cultural heritage and to respect other cultures
- to enable children to be positive citizens in society and to feel that they can make a difference
- to fulfil all the requirements of the National Curriculum and the Locally Agreed syllabus for Religious Education
- to teach children to have an awareness of their own spiritual development, and to understand 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 be able to live and work co-operatively with others
- to enable children to be active and take responsibility for their own health and safety
- to enable children to be passionate about what they believe in and to develop their own thinking
- to enable children to develop their own personal interests, ask questions and take risks
- to develop an ability to solve problems through decision making and reasoning in a range of contexts.
- to enable children to develop their intellect including their emotional development

Organisation and Planning

- The schools use a curriculum topic overview, which is formulated from the Early Years Curriculum and National Curriculum. This ensures that there is correct content and breadth of study across all Key Stages.
- Teachers use the topic planning overview sheet to structure the topic. Within that planning the statements from the milestones document will be identified. These milestones are the key skills, knowledge and understanding that will be focused on during that particular topic.
- The teaching teams will then create activities that will achieve a skill(s) and then map these into the learning pathway sheet across the term. Links between these subjects and English and mathematics must be indicated by yellow and blue highlighting respectively and should be reflected in the planning sheets for English and mathematics.

Children with Additional Needs

Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives. Our curriculum is designed to provide access and opportunity for all children who attend the school. Where it is necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with parents/carers and where appropriate external agencies. If a child has a special educational need or disability, our school does all it can to meet their individual needs and provides a range of additional resources and support. We comply with the requirements set out in the SEN&D Code of Practice in providing for children with special educational needs and disabilities. Where there is a concern over communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Those with more complex needs will have an integrated assessment by external agencies and where appropriate an Education, Health and Care plan will be created to document their support.

Within the provision of the curriculum we also consider the additional needs of those children who are considered as 'vulnerable' due to particular conditions or significant events eg split family, having English as an additional language. Some of these children may also be 'disadvantaged' meaning that they have Pupil Premium funding due to receiving Free School Meals now or in the last six years, being adopted or in care, or having a parent who is in the Armed Services.

The Early Years Foundation Stage

The curriculum in the Reception classes meets the requirements set out in the revised Early Years Curriculum at Foundation Stage, focussing on the six areas of learning:

Prime areas;

- * personal, social and emotional development
- * communication and language
- * physical development

Specific areas;

- * literacy
- * mathematical development
- * knowledge and understanding of the world
- * expressive arts and design

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Foundation classes builds on the experiences of the children in their pre-school learning. We encourage positive partnerships with the variety of nurseries and other pre-school providers in the area to ensure positive transition.

During the first term in school, teachers assess every child. This assessment forms an important part of the future curriculum planning for each child. We understand that all children need the support of parents/ carers to make good progress in school. We strive to build positive links with the parents of each child by having a carefully planned induction process including home visits. This relationship is nurtured throughout their time in Foundation Stage and onto KS1.

Key Skills

The following skills have been deemed 'key skills' in the National Curriculum 2014:

- Communication;
- Application of number;
- Information technology;

- Working with others;
 - Improving own learning and performance;
 - Problem-solving.
- We strive to develop these skills across the curriculum.

Extra-Curricular Activities

We are committed to developing the whole child. We extend the curriculum by offering extra-curricular activities across both schools. Some clubs are free at the point of access and are run by teaching staff. Other clubs are chargeable and are run by external providers.

The Role of the Curriculum Teams

The role of the Curriculum Teams is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject(s);
- Monitor and review pupil progress in that subject area;
- Provide efficient resource management for the subject.

Each of the five teams has two team leaders, one from each school alongside teachers, teaching assistants and governors also from both schools. It is the role of each team leader to keep up to date with developments in their subject, at both national and local level. The teams review the way the subject is taught in the school and plan for improvement. This development planning links where possible to the School Development Plan. Curriculum teams also review the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into the topics.

Monitoring and Review

Our governing body's Pupil Development Committee is responsible for monitoring that the school curriculum is implemented.

The Deputy Head teacher in both schools and the Executive Head teacher are responsible for the day to day organisation of the curriculum.

The Federation Leadership Team and /or the Senior Leadership Teams from each school monitor the impact of the curriculum through planning, classroom observation, liaising with the Curriculum Team Leaders.

Curriculum teams monitor the way subjects are taught throughout both schools and include action plans within the SDP.

Review

The Governing Body will review this policy statement every year and update, modify or amend it as it considers necessary to ensure the policy meets the needs of Crossways Infant and Junior School.

To be read in conjunction with the following documents:

- **Learning and Teaching policy**
- **Early Years Foundation Policy**
- **Behaviour Policy**
- **Inclusion Policy for SEND**
- **Health and Safety Policy**

Date written: November 2018

By: all staff

Date agreed by governors: 5/12/18

Review date: December 2019