



# Curriculum Policy

Agreed by Governors on: 22/01/2018 (Teaching & Learning Committee)

Signed by Chair of Teaching & Learning Committee: Jodie Crabtree

A handwritten signature in dark ink, appearing to read "Jodie Crabtree", is written over a horizontal dotted line.

Statutory Policy No

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## Document History

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## **Introduction**

Our school's curriculum is all of the planned activities that we organise in order to promote learning, and personal growth and development. It includes the Early Years Foundation Stage and aspects of the National Curriculum. It also includes the various extra-curricular activities that the school organises in order to enrich the children's experience. We want our children to grow into positive, responsible people, who can work and cooperate with others whilst at the same time develop their knowledge and skills, in order to achieve their true potential.

We seek the highest standards of attainment for all our children. We also value the breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them to become independent learners. Above all, we believe in making learning fun.

Delius operates a 'Creative Curriculum' which recognises the professionalism of teachers in being able to plan and deliver the best curriculum for the specific children in their care. This allows for children to receive a rich and varied experience.

## **Values**

Our school values underpin the curriculum

- That children are happy to learn and feel safe and secure in their learning
- That the children have an engaging curriculum which motivate them to learn and develop their interests
- That the curriculum helps pupils develop independence, skills, knowledge and confidence through their lives.
- That every child's individual needs are respected and the curriculum meets their learning needs and meets all statutory requirements
- That pupils are listened to and their voice helps to develop the curriculum
- That pupils work and play co-operatively and develop friendships within their own classes, other classes and across other schools
- That pupils are involved in our local (and sometimes wider) community through visits out of school and visitors into school
- That pupils experience aspects of different cultures and respect all faiths and cultures
- That pupils are provided with a welcoming, accessible and engaging learning environment that maximizes learning, and that value and respect for school environment is promoted

## **Aims and objectives**

The aims of our school curriculum are:

- to enable all children to learn, and develop their knowledge, skills and interests to the best of their ability

- to promote a positive attitude towards learning, so children enjoy coming to school, and acquire lifelong skills and confidence
- to promote the wider foundation curriculum of understanding the world.
- to teach children the core skills of Communication and Literacy, Maths and PSD.
- to enable children to be creative and to develop their own thinking; and ideas
- to teach children about the developing world, including the environment and society
- to help children understand British Values and multicultural beliefs through the Delius Charter of Rights and PSD curriculum;
- to enable children to be good 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 teach children to respect themselves and cooperate with others and have self-confidence
- To provide a range of exciting learning environments for pupils to embed their learning and use their skills
- To promote inclusion within our school and with our 2 Campus Schools and wider community

## **Organisation and planning and Core Principles**

### Delius Creative Curriculum - Core Principles.

- The EYFS framework is used across school
- Pupils use the EYFS framework for all subjects
- PIVATS is used for assessment
- EYFS objectives have been colour coded to link to P levels e.g. red band is EYFS 0-11 months and P1i to P3i (see Delius coloured curriculum)
- Each class uses the band which is best suited to the majority of their pupils' levels. If there are significant differences that will hinder pupils progress objectives may be taken from different bandings
- Differentiation across Key Stages will be linked to different topics, shown in the long term plan. Themes ensure breadth of coverage across different subjects
- In all Maths lessons the skills of Using and Applying is now to be incorporated in to Number and Shape, space and measure. There will be no separate objectives for this area of learning
- PSD is taught as a standalone subject as well as being embedded into

teaching across all areas of school.

- RE is covered using the Bradford Agreed Syllabus.
- PE is focused on the theme prescribed by the co-ordinator but objectives are taken from EYFS scheme
- There may be standalone areas of learning incorporated within some themes throughout the year to ensure breadth of coverage, for example, online safety
- Within the EYFS framework individual subjects are not named within the seven areas of learning and therefore must be identified e.g. Geography is found in Understanding the World.
- Many pupils working at P4 and below have a focused curriculum based on the four Individual Education Plan targets, which link to the EHCP and inform pupil outcomes
- Pupils working above P4 their learning objectives and outcomes are linked to a wider range of subject specific areas.
- Assemblies are topic themed and reinforce much of the PSD curriculum

A 2 year long-term plan for each key stage & subject is in place. This indicates which topics/themes are to be taught in each term, and to which groups of children. This long-term plan is reviewed annually.

Through our medium-term plans, which are written in key stage teams, objectives are clear as we work within the National Curriculum and Early Years Foundation Stage framework.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives/learning outcomes for each session, and to identify what resources and activities we are going to use in the lesson and identify the individual learning outcomes (see EYFS policy for Early Years Curriculum).

### **The curriculum and inclusion**

The curriculum in our school is designed to be accessed by all children who attend Delius. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.

If children show development beyond that of their peers within Delius and are seen as Higher Achievers (within our range) then his/her teacher works with the core subject intervention team. In most instances, the teacher is able to provide the

resources and educational opportunities that address the child's needs, within normal class organization. If a child's needs are better addressed or enhanced with a group peers functioning above that of his/her peer group, then we look to foster inclusion links with our campus partner schools of Lapage Primary School and Dixon's March Bank Primary Academy. Some pupils benefit from inclusion to develop social skills and play skills.

The school provides an Individual Educational Plan (IEP) for each of the children. The IEP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Parents are invited to contribute to the writing, review and evaluation of the IEP.

The school complies fully with the requirements of the Disability & Equality Act 2010. For those pupils who are too ill to attend school we ensure, through home tuition that their education continues via input from our home tuition team with guidance from the class teacher.

### **The Early Years Foundation Stage**

The children in the EYFS follow the EYFS curriculum for children 0 -5 years. Addressing individual needs of all children lies at the heart of the EYFS. To ensure this, ongoing assessments, through observational techniques are a central part of teaching and learning within our nursery and early years classes at Delius school. These are used to make informed decisions about the children's progress and plan for next steps in meeting their individual learning needs. Both formative and summative assessments are used within the EYFS. (See the full EYFS curriculum document for full information).

### **How the Curriculum is monitored & reviewed**

Senior Leaders ensure curriculum meets pupil's needs and remains current through discussion with Leaders of Learning;

- Assessments and evaluation of the curriculum
- Liaison with all key stage and curriculum leads to ensure broad coverage is taking place.
- Liaising with other curriculum leaders within DAP and LAP to ensure best practice is maintained.
- Attending and leading 'continuing professional development' on curriculum practice.
- Report to school governing body as and when required.
- Contributing to the School Improvement Plan on all aspects of curriculum development.

### **The role of the subject leader**

The subject leader's role within Delius is to lead their curriculum team and to have an overall understanding of the assessment criteria within their subject.

Keeping a record of whole school tracking data for their subject area and to hold

them accountable

- To support colleague teachers/Leaders of learning on curriculum planning and assessment within their subject area
- To support the Deputy Head Teacher on curriculum subject scrutiny, as part of whole school monitoring process.
- To record and evaluate progress targets for their curriculum area
- To lead on curriculum moderation for their subject area
- To work across the DAP/LAP District Achievement Partnership/Local Achievement Partnership) and contribute to wider curriculum assessment and subject moderation.