
Curriculum Policy

Chase View
Community Primary
School

Adopted Sep 2018
Review Sep 2020

Chase View Primary School, Rugeley

Curriculum Policy

Responsibility:

The implementation of this policy is the responsibility of school staff and governors.

Education, Schools and the Curriculum

Education is a lifelong process. Schooling is one of its compulsory elements. The purpose of education should be to enable all people to fulfil their potential as individuals and to become confident participants in society, appreciating the diversity around them.

The Staff and Governing Board of Chase View Primary School believe that the curriculum should:

- provide a framework of opportunities for learning, through classroom and other activities and through the nature of the school community.
- provide for the intellectual, spiritual, moral, physical, personal and cultural development of pupils.
- involve the partnership of the school with pupils, parents and the community.

More specifically the curriculum should help pupils develop:

- alert and agile minds, a sense of curiosity and an enjoyment of learning;
- the ability to question and argue rationally and to apply themselves intelligently to tasks;
- self respect and self esteem;
- the ability to live and work in co-operation with others;
- respect for the views of others and thoughtful consideration of their own attitudes, values and beliefs;
- knowledge, skills and understanding relevant to their present and future lives;
- the ability to cope with change;
- an understanding of society past and present and of the interdependence of individuals, groups and nations within it;

- qualities of creativity, sensitivity and imagination.

Characteristics of the Curriculum

At Chase View we believe that the whole curriculum should:

- be **broad and balanced**, providing a range of experiences for each pupil in all areas of the curriculum, allowing sufficient time and attention in each area to ensure both depth and quality.
- **contain appropriate teaching and learning styles**, having regard both to the task and pupils needs.
- **be accessible to all**, irrespective of gender, ability or ethnic origin.
- **show progression and continuity**, enabling pupils to build on previous learning experiences, and allowing smooth transition both from class to class and from school to school.
- **be coherent**, allowing pupils to see links between different parts of the curriculum and their experiences of it.
- **be positively managed**, showing systematic planning, monitoring, evaluation and development.
- **be relevant to the learner**.
- **be differentiated**, allowing the learning needs of each pupil to be identified and met.
- **promote high expectations and achievements**. Whenever possible the curriculum should promote high expectations in pupils and staff and allow opportunities for pupils to achieve at appropriate levels.
- **be flexible** and capable of responding to changes both in knowledge and levels of need of the pupil.

Curriculum Organisation

The school uses a variety of approaches in its curriculum organisation. In Foundation Stage, pupils follow the six areas of learning. The school, particularly for younger pupils, adopts a broad based topic approach drawing in a number of subjects which should help pupils appreciate the interrelationships among the different areas of the curriculum.

The basic curriculum as required by law has the following components:

Core Subjects:

English, Mathematics, Science, IT, RE

Foundation Subjects:

Design & Technology, History, Geography, Art, Music, P.E. PSHE

Underlying our curriculum are the requirements of the Children's Act:

- staying healthy
- enjoying and achieving
- keeping safe
- contributing to the community
- social and economic well being

Some of these activities are concerned with the development of broad skills in such areas as:

- information technology, communication, research skills, personal and social relationships, problem solving and independent learning.

Other activities deal with a range of wider dimensions such as:

- equality of access and opportunity
- cultural and linguistic diversity
- international interdependence.

Planning

In planning our curriculum due regard must be given to the wide range of learning styles exhibited by the children. There needs to be a variety of strategies to enable all children to fully engage in the curriculum and optimize their potential.

The curriculum is planned by all the school staff working together. Curriculum coordinators will lead colleagues in specific planning of a subject. The whole school plan is translated into schemes of work by each member of staff.