

Corvedale Church of England (Aided) Primary School

Curriculum Policy Statement

At Corvedale Church of England (Aided) Primary School and in partnership with the Shropshire LA and The Diocese of Hereford we:

- enable pupils that attend our school to reach high standards of attainment
- set challenging expectations of educational standards and achievement, acknowledging and challenging disadvantage and discrimination in all forms
- value individuals and communities
- acknowledge specific individual needs and meet them as far as possible within available resources
- provide wide and varied education experiences, which are based on the Foundation Stage Curriculum and the Key Stage 1 & 2 National Curriculum
- enable pupils to receive an education that will serve them well beyond their primary school experience
- ensure the Christian ethos of the school provides a valuable learning experience for all young people.

Entitlement

All pupils will have equal access to the whole curriculum according to their age, defined as Early Years Foundation Stage, Key Stage 1 and Key Stage 2. This curriculum is explicitly defined in the National Curriculum 2014.

When planning the curriculum, we will ensure that it:

- draws on and recognises the value of linguistic, religious, cultural and ethnic diversity, and that it presents positive images of diversity to our pupils
- caters for the needs of all pupils including those with special needs, gifted and talented pupils
- uses available resources effectively to meet the individual needs of all pupils
- provides all children with a breadth and balance to their day, week, term and year
- provides opportunities for using I.T. available in the classroom and the school and that these will be built into the planning, delivery and assessment of all subjects

In particular, all pupils will:

- have an education that enables them to develop the knowledge, understanding and skills identified in the Early Years Foundation Stage Curriculum and National Curriculum
- be shown respect as learners and individuals
- have planned opportunities to develop their literacy and numeracy skills
- have opportunities to develop an understanding of the significance of IT and how it will affect their lives
- experience a planned framework of personal, social and health education and citizenship
- experience a planned framework of social, moral, spiritual and cultural development
- receive accurate and helpful feedback from teachers on how well they are doing at school and ways of improving their work and guidance to achieve personal learning targets
- work in a learning environment that is safe, secure, exciting, stimulating and clean
- participate in a variety of activities that enrich the curriculum, for example, visits, performances, sport and arts and extra curricular activities
- be taught, wherever possible through a thematic approach.

In addition, pupils with special educational needs (SEND) are entitled to:

- an assessment of their needs including using pre-National Curriculum assessment scales ("P" scales) to measure progress where these are appropriate

"Love learning, love life"

- a modified curriculum to meet their differing needs
- Personal Education Plans to support their progress;
- additional support with lessons where required with existing resources

In addition, in the EYFS children are entitled to:

- access to an environment both indoors and outdoors, that is stimulating, safe, clean and well-equipped
- a curriculum based on EYFS framework 2014, leading to achievement of the early learning goals.

In addition in Key Stage 1 and 2 pupils are entitled to:

- a curriculum based on the National Curriculum 2014
- opportunities to support social and speaking and listening skills
- homework
- opportunities for outdoor and extra curricular activities
- opportunities to take part in educational visits
- opportunity to take part in performances

and specifically at K.S.2 pupils are entitled to

- opportunities for 'adventurous' outdoor activities
- swimming tuition
- music tuition

Standards

- We set high expectations for pupil attainment, behaviour and attendance
- We regularly monitor and compare our school's national test and exam results against national and local benchmarks, as well as with similar schools. We identify and act upon our strengths and weaknesses in order to raise our pupils' attainment further
- We analyse pupils' performance and develop strategies to address imbalances where they occur. (e.g. gender, ethnic differences etc)
- We maintain systems for monitoring pupils' progress to enable us to estimate and predict termly and annual progress. With this information, we set targets to challenge and improve pupils' attainment, especially at the end of each key stage.

Within the context of performance management, we:

- regularly sample pupils' work, ascertain levels of attainment and set challenging targets
- evaluate the quality of our teaching and its impact on pupils' attainment and ensure consistency within our teaching and learning policy
- ensure we develop our own professional expertise in order to improve pupils' attainment
- ensure all staff have opportunities to develop their professional skills
- evaluate pupil and staff performance through an annual monitoring/observation cycle

In conclusion

Parents are invited to discuss any issues or concerns as soon as they arise. We hold regular meetings for parents, ballot parents through questionnaires on their views about school and we conduct termly parent/teacher consultations so that the school can communicate effectively with them on all aspects of school life.

These aspects include:

- Published policies, practices and events
- A school prospectus that explains the values, life and organisation of the school
- A home/school agreement that sets out the expectations of parents, staff and pupils
- A Governing Body that supports and recognises school success and on-going development
- Parents, governors and teachers playing a role in setting school and pupil achievement targets
- A process to inform parents of pupil attainment, school success and planned school improvements linked to finance
- Valuing parents as the first and most important educator

*Appendix 1 School Vision Aims & Values

*Appendix 2 Teaching & learning Policy

*Appendix 3 Curriculum Planning Policy

*Appendix 4 Assessment, Monitoring and Marking Policy

*Appendix 5 Marking Guidelines

* Appendix 6 Statements of Policy for Individual Curriculum Subjects

Summer 2015

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