

# Curriculum Policy



## Mission Statement

Life is an adventure, embrace it  
Life is a challenge, meet it  
Life is an opportunity, capture it

## The Tackley Curriculum

At Tackley Church of England Primary School, the interests of the children are at the heart of all that we do. As a Christian School, rooted in the teachings, values and spiritual life of the Church of England we believe that our curriculum promotes a love of learning, and a thirst for knowledge and exploration.

The staff and governors are committed to excellence and continuous improvement. We aim to provide learning that is exciting, challenging and personalised to individual need, so that all children gain the knowledge, skills and understanding to prepare them for the opportunities, responsibilities and experiences in the next stage in their learning and in the wider world.

### 1. Definition

- 1.1. The curriculum at Tackley Church of England Primary School comprises of all teaching and learning experiences and the National Curriculum is just one element. Teaching and learning opportunities encompass both implicit and explicit teaching opportunities outside of the official school day. It also includes the teaching of faith, in a mainly Christian context through support from Church members and members of the clergy, as well as provision for personal, social, health and economic education.

### 2. Principles

- 2.1. In partnership with parents, children and our local community, we provide quality education by:
  - Enabling developing minds to think and work creatively, critically and reflectively.
  - Empowering children to adopt the values and Christian values needed for them to take responsibility for the future and their place in it by developing personal integrity, self-esteem, religious understanding, well-being and respect for others.
  - Enabling children to direct their own learning and to reflect on and explain their understanding of the world around them.
  - Equipping children with the confidence and skills to be effective communicators in a range of contexts.

- Encouraging imagination, responsibility, self-belief and the confidence to try new things.
  - Equipping children with research and investigative skills to allow independent discovery.
  - Extending learning opportunities both in and beyond the classroom.
  - Encouraging children to believe in themselves and their abilities and to have high expectations of what they can achieve.
  - Promoting the spiritual, moral, cultural, mental and physical development of children at the school.
- 2.2. Reaffirm, strengthen and practice our six core Christian values, which form the focus of collective worship, PSHCE, and RE throughout the curriculum. These are:
- Honesty, Humility, Forgiveness, Responsibility, Respect and Thankfulness

### 3. Aims

The aim of our School Curriculum is to:

- 3.1. Ensure consistently high standards by meeting the needs and abilities of all children through a range of first hand experiences.
- 3.2. Enable children to understand the skills and attributes needed to be a successful learner supported by our six learning powers: Concentrate; Push Your-self; Improve; Independence; Don't Give Up and Try New Things.
- 3.3. Promote a positive attitude towards learning, so that children enjoy coming to school and feel successful learners.
- 3.4. Provide a curriculum that tailors the education to the individual need of every child to enable all children to make the highest levels of progress.
- 3.5. Ensure that the curriculum is responsive to change and prepares children for the opportunities, responsibilities and experiences of life in an ever-changing future.
- 3.6. Develop a sound base of knowledge and understanding that enables children to question and make sense of the world in which they live.
- 3.7. Promote high standards in reading, writing, mathematics, personal development, speaking and listening, and application of computing and ensure that these core areas are embedded and taught effectively across all areas of the curriculum.
- 3.8. Ensure children learn and develop a broad range of skills and can apply these in differing contexts and situations both in and outside the classroom.
- 3.9. Promote and develop positive attitudes in our children towards themselves, other people, people of their faith, other faiths or no faith.

- 3.10. Promote children's spiritual, moral, social and cultural development and prepare them for the opportunities, responsibilities and experiences of life.
- 3.11. Help children understand the importance of honesty, humility, forgiveness and fairness so that they grow up committed to equal opportunities for all.
- 3.12. Ensure children have a central role in the development of their learning by involvement in the planning of curriculum themes, asking questions and through personalised approaches.
- 3.13. Promote curiosity, knowledge and understanding of Britain's past and that of the wider world, helping children to understand the complexity of people's lives and the challenges of their time.
- 3.14. Equip children with the knowledge and understanding of computing and how digital systems work so that they can apply their knowledge through the use of programming.
- 3.15. Provide regular opportunities for children to learn in the outdoor environment, within the school grounds, around Tackley village and on educational visits.
- 3.16. Encourage children to develop an understanding and appreciation of a range of music and the opportunity to improvise, compose, sing, play and perform musically.
- 3.17. Inspire children to experiment, invent and create their own works of art, craft and design and know about great artists and designers and the part they played in shaping our history.
- 3.18. Provide opportunities for children to become physically confident which supports their health and fitness and to engage and compete in sporting activities with and against partnership schools.

#### 4. Curriculum Organisation

- 4.1. There is an overarching theme that forms the focus for much of the teaching each term. These themes are based around a book or text type to ensure strong links with the English curriculum and to provide maximum opportunities for children to write during English and themed lessons. For example, the theme in Year 1 in the autumn term is *Come Fly with Me*, whereas the theme in Year 6 is *To infinity and beyond*, looking at earth and space.
- 4.2. All teachers in school use the National Curriculum for **English** and **mathematics**. Teachers work hard to ensure that there is a real and related audience for all of the writing tasks set for the children. Where possible, these are linked to the theme.
- 4.3. **Science** is taught discretely following the National Curriculum. **Religious Education** is taught discretely using the Buckinghamshire Agreed Syllabus for Religious Education. **Physical Education** is taught using our own personally developed scheme. **PSHCE** (Personal, Social, Health and Citizenship Education) and is taught discretely using the Family Links Programme.

- 4.4. The overarching themes form the focus for teaching **Computing, History, Geography, Art, Design and Technology, Music** and some aspects of **PSHCE**. Theme teaching takes place up to three afternoons a week. **French** and **Physical Education** are taught discretely outside of the themes unless links are possible.
- 4.5. In addition to meeting curriculum requirements, focus weeks and enrichment days are planned to enhance children's learning experiences such as: Science Week, Arts Week, Outdoor Learning Week and International Week and PSHCE/Responsibility Week.

## 5. Assessment

- 5.1. Assessment for Learning strategies are a crucial and integral part of the teaching and learning process. Assessment strategies are incorporated in all subjects and activities.
- 5.2. Teachers conduct national assessments required by the Department for Education as well as internal assessments three times per year, which are outlined in subject specific policies.
- 5.3. The achievements of children are reported to the subject leader/coordinator three times per year.
- 5.4. Assessment in mathematics, English and science follow national guidance, which will change in accordance with the DfE document 'National curriculum and assessment from September 2014: Information for schools' published January 2014 and any other guidance that supersedes this. Tackley Primary School will trial various methods of assessment over the next two years in order to develop an assessment system appropriate to the school.

## 6. Equal Opportunities

- 6.1. Equality of opportunity underpins the EYFS Framework and the National Curriculum and all policy and practice at Tackley School.
- 6.2. All children, regardless of gender, race, sex, religion, disability or socio-economic background have the right to equal opportunities.
- 6.3. All staff demonstrate the same beliefs and values that we expect the children to show. The broad set of values covered include; a commitment to eliminating discrimination, and fostering good relationships by valuing ourselves, our families and other relationships, the wider group to which we belong, the diversity of our society, the Christian society of which we are part, and the environment in which we live.