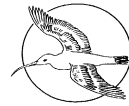


CUBERT SCHOOL CURRICULUM POLICY



Aims

All children have a right to a broad, balanced and aspirational education which provides continuity and progression and takes individual differences into account. Work in school should be designed to meet the requirements of the new National Curriculum 2014. We strive to make our curriculum as interesting, engaging and inclusive as possible, and actively seek out links to promote equality and diversity, thereby promoting tolerance.

This school will:

- cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties.
- facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- create and maintain an exciting and stimulating learning environment.
- ensure that each child's education has continuity and progression; and use data to identify need.
- ensure that there is a match between the child and the tasks he/she is asked to perform.
- provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education.
- recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.
- always treat children in a dignified manner.

Children will be encouraged to:

- learn how to solve problems in a variety of situations and be encouraged to work independently and as members of a team.
- develop the ability to make reasoned judgments and choices, based on interpretation and evaluation of relevant information from a variety of sources.
- be happy, cheerful and well balanced.
- be enthusiastic and eager to put their best into all activities.

- acquire a set of moral values, e.g. honesty, sincerity, personal responsibility, on which to base their own behaviour.
- behave in a dignified and acceptable way and learn to become responsible for their actions.
- care for and take pride in their school.
- develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way.
- develop non-sexist and non-racist attitudes.
- think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes.
- develop an enquiring mind and scientific approach to problems.
- have opportunity to solve problems using technological skills.
- communicate their knowledge and feelings through various art forms including art/craft, music, drama and by acquiring appropriate techniques which will enable them to develop their inventiveness and creativity.
- know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events.
- have some knowledge of the beliefs of the major world religions.
- develop agility, physical co-ordination and confidence in and through movement.
- know how to apply the basic principles of health, hygiene and safety.
- Revisit the key areas of knowledge identified in each subject as they progress through the school, ensuring relevance and understanding.

The Role of the Subject Co-ordinator

The role of the subject co-ordinator is to:

- provide a strategic lead and direction for the subject.
- support and offer advice to colleagues on issues related to the subject.
- monitor pupil progress in that subject area.
- provide efficient resource management for the subject.

It is the role of each subject co-ordinator to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject co-ordinator reviews the curriculum plans for

their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Monitoring and Review

Our governing board's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area in its cycle of review and development.

Each teacher responsible for a curriculum area will attend a governor's meeting and present a monitoring report including updates, plans for the future and budget expenditure. There will then be a follow-up monitoring visit based on this curriculum area.

The Headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher and senior leadership team monitors the planning and implementation of those plans half termly, ensuring that all classes are taught the full requirements of the National Curriculum and that all lessons have appropriate learning objectives. Subject Co-coordinators monitor the way their subject is taught throughout the school.

Chair of Governors

Date

This policy will be reviewed annually by the governing board.