



Curriculum, Learning and Teaching Policy

The **curriculum** is all the planned activities that we organise in order to promote **learning** and personal growth and development. This document aims to outline how we develop learning through the vehicle of our curriculum.

Our Mission Statement underpins the school's philosophy and ethos:

'Reach for the Stars...Strive to Succeed'



Greentrees is an innovative, international school family where everyone matters. Our children are happy, successful, healthy and safe. Learning is fun!

This policy should be read in conjunction with the School's Aims (Appendix 1), the school's Curriculum Statement (Appendix 2) and 'Charter for Learning' (Appendix 3) and the schools Home Learning Policy (Appendix 4).

Greentrees Primary School has learning at the core of its purpose. We promote care and respect and expect high standards in all aspects of school life.

Our aim is to meet the needs of our pupils by preparing them for adult and working life in the 21st century.

The educational vision and curriculum design for Greentrees Primary School recognises that:

- The world of 2020 will be very different to the world of today
- The pace of change is increasing, hence the importance for flexibility.
- Young people have, and will have, increasingly, greater access to information and learning material independently of school.
- Adulthood entails economic participation.

The curriculum defined only in subject terms is not well suited to equipping every young person with the knowledge, skills and understanding they will need for a fulfilling adult life.

Curriculum delivery should involve many adults including teachers, support staff, graduates, artists, sports people and people from industry, business and other work places.

Greentrees Primary School's curriculum policy is based on the following aims, to:

- Have children at its heart, meeting their interests.
- Have a curriculum that is fit for purpose, offering differentiation and personalisation.
- Be a centre of excellence in learning and teaching.
- Prepare all students for a successful adult and working life in a 21st century global society.
- Achieve and then exceed national standards in achievement, attainment and progression.
- Be committed to excellence and continuous improvement.
- Nurture the talents of all and celebrate success.
- Work with Pre-schools and Secondary Schools to ease transition.
- Involve the community.
- Involve parents/carers.
- Be a learning environment that is both inspirational and fun.

Curriculum

1. Curriculum aims

The curriculum should inspire and challenge all learners and prepare them for the future. The school's aim is to develop a coherent curriculum that builds on young people's experiences and that helps all young people to become successful learners, confident individuals and responsible citizens.

Specifically, the curriculum should help young people to:

- achieve high standards and make good/excellent progress.
- enable those not achieving age-related expectations to narrow the gap and catch up with their peers.
- have and be able to use high quality personal, learning and thinking skills and become independent learners.
- have and be able to use high quality functional skills, including key literacy, numeracy and computing skills.
- be challenged and stretched to achieve their potential.
- enjoy and be committed to learning.
- value their learning outside of the curriculum and relate experiences to the taught curriculum.

The curriculum outcomes

Greentrees Primary School's curriculum will:

- fulfil statutory requirements and include the following characteristics: breadth, balance, relevance, differentiation, progression, continuity and coherence.
- enable learners to fulfil their potential.
- meet the needs of children of all abilities at the school.
- provide equal access for all pupils to a full range of learning experiences beyond statutory guidelines.
- help students develop lively, enquiring minds, an ability to question and argue rationally and an ability to apply themselves to tasks and physical skills.
- ensure continuity and progression within the school.

- foster teaching styles which will offer and encourage a variety of relevant learning opportunities and styles.
- help pupils to use language and number effectively.
- Build 'Learning Power' i.e. Resilience, Reciprocity, Reflectiveness and Resourcefulness
- help children to develop Spiritually, Morally, Socially and Culturally (including the development of personal moral values, respect for religious values and tolerance of other races' beliefs and ways of life).
- help students understand the world in which they live.

3. Roles and responsibilities

The headteacher will ensure that:

- all statutory elements of the curriculum, and those subjects which the school teaches have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met. This will include how the subject will be taught and assessed.
- the amount of time provided for teaching the curriculum is adequate.
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication from the National Curriculum and Early Years Framework.
- the procedures for assessment meet all legal requirements and students and their parents/carers receive information to show how much progress the students are making and what is required to help them improve.
- the governing body is informed of curriculum developments.

The governing body will ensure that:

- it considers the advice of the headteacher when approving this curriculum policy.
- it contributes to decision making about the curriculum.

Subject Leaders will ensure that:

- up-to-date schemes of learning are in place for the delivery of the National Curriculum and Early Years Framework
- schemes of learning are monitored and reviewed on a regular basis.
- levels of attainment and rates of progression are monitored and that actions are taken where necessary to improve these.

The Senior Leadership Team will ensure that:

- long term planning is in place for all subjects.
- schemes of learning encourage progression at least in line with national standards.
- there is consistency in terms of curriculum delivery. Schemes of learning should be in place and be used by all teaching staff.
- assessment is appropriate to the subject. There should be consistency of approach towards assessment.
- performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.

- they share best practice with other colleagues in terms of curriculum design and delivery.
- oversee cpd needs with regard to curriculum planning and delivery within their area of responsibility.

Teaching staff and learning support staff will:

- ensure that the school curriculum is implemented in accordance with this policy.
- ensure that the school's Home Learning policy is implemented.
- keep up to date with developments in their subjects.
- have access to, and be able to interpret, data on each student.
- share and exchange information about best practice amongst their colleagues in house, in different schools and through external networks, resulting in a dynamic and relevant curriculum.
- participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them.
- work in partnership with other agencies to provide an appropriate range of curriculum opportunities.

Pupils will:

- be treated as partners in their learning.
- know, understand and strive to achieve their learning expectations and standards (at an age-appropriate level)
- have their individual needs addressed, both within the school and extending beyond the classroom into the family and community through a curriculum which offers breadth, support and challenge.
- be given additional support if they start to fall behind in their learning, helping them get back on track quickly.

Parents and carers will:

- be consulted about their children's learning and in planning for their needs.
- be confident that their child is receiving a high quality education that is designed to meet their learning needs and which will equip them with the skills they need to thrive throughout their lives.
- be informed about the curriculum on offer and understand the rationale behind it.
- support their children and the school in implementing school policies.
- ensure that their child has the best attendance record possible;
- ensure that their child is equipped for school with the correct uniform and PE kit;
- do their best to keep their child healthy and fit to attend school;
- inform school if there are matters outside of school that are likely to affect a child's performance or behaviour at school;
- promote a positive attitude towards school and learning in general
- support children with Home Learning.

4. Monitoring, evaluation and review

The governing body will receive an annual report from the headteacher on:

- the standards reached in English and Maths.
- the standards achieved at the end of each key stage taking into account any important variations between groups of students, subjects, courses and trends over time, compared with national and local benchmarks.
- the number of students for whom the curriculum was disapplied and the arrangements which were made.

The headteacher will receive annual reports from Subject leaders about the standards achieved in all subject areas.

The governing body will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.