

# Cavendish Primary School



## Curriculum Policy

Autumn 2006  
Autumn 2008

## **INTRODUCTION**

At Cavendish Primary School we believe that our curriculum should be broad, balanced, creative and relevant and should meet the needs of all our learners whatever their ability.

The curriculum is the totality of our pupils' learning experiences and is comprised of the National Curriculum, Religious Education and the wider curriculum. We ensure that the children have a wide range of learning experiences that challenge, stimulate and promote thinking and learning. The wider curriculum is promoted through our strong school ethos and gives our pupils the skills they need to become active and responsible members of the community.

The curriculum meets statutory requirements.

## **AIMS**

The aims of the curriculum are:

- To promote high standards in speaking and listening, reading writing and maths.
- To enable our pupils to acquire knowledge, skills and understanding in Science.
- To enable pupils to be confident and creative in their use of ICT.
- To give pupils an understanding of their position in time and space (History and Geography).
- To promote pupils' spiritual development.
- To enable our pupils to develop moral sensibility through carefully taught values and the consistent implementation of the school ethos.
- To develop the personal and social skills of each child.
- To promote pupils' physical and mental development and an awareness of the importance of a healthy lifestyle.
- To enable our pupils to be sensitive to and participate in the Arts and a wide range of cultural activities.
- To promote thinking skills and the habits of independent learning and self-reflection.
- To provide equality of access and the opportunity for all pupils to fulfil their potential.
- To prepare pupils for the opportunities, experiences and responsibilities of adult life.
- To create a stimulating learning environment.
- To work with parents and the wider school community.
- To promote high standards of behaviour to create a calm and ordered learning environment.

## **IMPLEMENTATION**

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving. Through the provision of rich and varied activities we aim to:

- Encourage the best possible progress and highest attainment for all our pupils.
- Enable pupils to make connections across different areas of learning.
- Help pupils to think creatively and solve problems.
- Develop pupils' capacity to learn and work independently and collaboratively depending on the demands of the task.
- Enable pupils to respond positively to opportunities, challenges and responsibilities.
- Enable pupils to acquire and develop a broad range of knowledge, skills and understanding.
- Use assessment and target setting to enable pupils to make optimum progress.

### **Curriculum Organisation**

- The formal curriculum is taught through discrete subjects, with linked "topic" areas where relevant.
- A whole school curriculum map indicates the units of study in each subject area.
- Units of work are planned, usually over a half term's duration. These are called MEDIUM TERM PLANS and contain the detail of work to be covered with the progression of the learning objectives and any relevant cross-curricular links. The plans indicate what the pupil outcomes will be. Medium term planning is saved on the school server, using Curriculum Complete software, for all subjects, except Maths and English, which are based on the National Strategies.
- SHORT TERM PLANS are used for daily lessons and show differentiation and more detailed learning objectives and assessment opportunities. English and Maths planning follows the agreed school format.
- Children are grouped according to the demands of the subject in either mixed ability or ability groups.
- Gifted and talented, special needs and EAL pupils are identified and a differentiated curriculum is provided where appropriate.
- Teaching methods used will use a variety of whole class, group and individual teaching methods.
- It is the responsibility of all staff to deliver a curriculum that improves basic skills in literacy and numeracy and ensures that pupils have the opportunity to reach their academic potential.
- The RE scheme of work follows the Hounslow agreed syllabus.
- The school has an Assessment Policy and a Marking and Feedback Policy which clearly set out the role of assessment at Cavendish Primary School.

- Curriculum delivery is monitored in accordance with the school Monitoring and Evaluation Policy.

### **ROLES AND RESPONSIBILITIES**

The Headteacher has responsibility for the leadership of the curriculum and for monitoring its provision.

The Deputy Head has responsibility for developing and updating the curriculum map and ensuring, with the headteacher, that the curriculum has progression and appropriate coverage and is consistently monitored.

Curriculum Coordinators, including the Senior Management team, are responsible for ensuring the satisfactory content and delivery of their subject, for monitoring provision and keeping up-to-date with curriculum developments, providing INSET where necessary. They should ensure that progress is tracked and that there is appropriate challenge, support and intervention.

The Special Needs Coordinator is responsible for the development of provision mapping and for coordinating the work of support staff to achieve the best possible outcomes for individual pupils.

Class teachers ensure that the curriculum is well-planned and taught and that the aims are achieved for their class. They regularly review and, if necessary, update medium term plans.

The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the Headteacher's report to Governors.

This policy will be reviewed every two years.

Anne-Marie Inwood  
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