



Introduction:

At Surfleet 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. Our curriculum promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life

The curriculum is the totality of our pupil's learning experiences and is composed of the 2015 National Curriculum, for English and Mathematics, Religious Education and the wider curriculum. We have designed and implemented a creative, cross curricular approach to teaching and learning.

Our creative curriculum is bespoke to our pupils' needs. Social, moral, spiritual and cultural learning is embedded throughout our curriculum. Our creative curriculum provides memorable experiences and rich opportunities for high-quality learning and wider personal development by focusing on skills for learning. It is a curriculum with overall breadth and balance which provides pupils with their full entitlement. The curriculum has been developed to ensure that our pupils benefit from a highly coherent and relevant curriculum which promotes outstanding outcomes.

The creative curriculum is planned around units which are designed to begin with a 'Sparkling Start' and end with a 'Fabulous Finish' (a launch and landing event or experience). They provide opportunities for pupils to practise and develop their reading, writing and mathematical skills in a range of challenging circumstances. The links between subjects are strong and explicit. In Reception the Early Years Foundation Stage (EYFS) curriculum is followed, which covers all prime and specific areas of learning.

Each year group has its own bespoke units of work but we also have whole school events such as; Maths Week, MAD Week (Music, Art, Drama), Science week and Active Kids week. We will endeavour to provide tailored units which allow our pupils to study any world events as and when they happen. We make links between subjects where appropriate, but in order to ensure complete coverage, some aspects of the curriculum may be delivered discreetly.

The wider curriculum is promoted through our broadly Christian school ethos and links with our community, which gives our pupils the skills they need to become active and responsible members of the community.

The curriculum meets all statutory requirements.

Aims:

The national curriculum provides pupils with an introduction to the essential knowledge they need to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievement.

The school aims to -

- Meet the five outcomes of Every Child Matters in all aspects of our school life, including teaching and learning.
- 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 help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they can 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.
- Ensure that there is a match between the child and the tasks s/he is asked to perform.
- Provide a stimulating, creative, broad and balanced curriculum.
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
- Treat children in a dignified way.

We aim that all children should -

- Learn to be adaptable; how to solve problems in a variety of situations; how to work independently and as part of a team.
- Develop the ability to make reasoned judgements 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.
- Begin acquiring a set of moral values such as honesty, sincerity, and personal responsibility, on which to base their own behaviour.
- Be expected to 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.
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data.
- Be able to 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 an opportunity to solve problems using technological skills.
- Be confident in the use and relevance of Computing in their day to day lives and understand its relevance to their future knowledge and understanding of the world.
- Know how to use the internet safely and respectfully, having a good knowledge and understanding of E-Safety.

- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be enquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- Know about geographical, historical and social aspects of the local environment and 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 coordination and confidence in and through movement.
- Know how to apply the basic principles of health, hygiene and safety.
- Demonstrate and model the themes from SEAL in the day to day lives.

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.
- Enable pupils to develop a sense of their place within the local community.
- Use assessment (APP) and target setting to enable pupils to make optimum progress.

Curriculum Organisation:

- English and Maths are taught following the 2015 National Curriculum as discrete subjects to develop and sustain high standards of achievement in both areas.
- Fluency in the English language is an essential foundation for success in all subjects.
- Teachers will use every relevant subject to develop pupils' mathematical fluency. Confidence in numeracy and other mathematical skills is a precondition of success across the National Curriculum.
- Read Write Inc is a very effective framework for teaching phonics, which begins in Reception and continues until the children are fluent readers.
- Our foundation curriculum is organised into study units, with whole school themes and cultural weeks.
- Pupils are being encouraged and supported to enable them to take a more active part in the planning of their learning, as we look to involving children in the initial planning stages.

Study unit themes promote a cross curricular approach to teaching and learning. Developing key skills in all areas - including English, Maths and Computing.

- A medium term grid is developed for each study unit.
- A study unit is planned onto a short term grid - which includes the progression of learning objectives, differentiation, teaching and learning activities and assessment opportunities.
- English, Maths, RE and PSHE are planned as individual subjects using medium and short term formats. Where appropriate, Science is also planned as a discrete subject but within the study unit where possible and effective to do so. We also encourage cross curricular English and Maths recording in these units. In Key Stage 2, Spanish lessons are delivered to meet the curriculum requirements for Language teaching.
- Children are grouped according to the demands of the subject in either mixed ability or ability groups. These groups are 'fluid' enabling pupils to be taught according to their individual needs.
- Children who are Gifted and Talented, have Special Educational Needs and/or Disabilities and EAL pupils are identified and a differentiated curriculum is provided where appropriate.
- Teaching methods used will include a variety of whole class, group and individual teaching methods.
- The RE scheme of work is the Lincolnshire County Approved syllabus.
- Whole school moderation meetings are timetabled into the termly staff meeting plan and teachers will also have the opportunity to moderate work with staff across the collaboration with Pinchbeck East and Spalding Primary Schools.
- Pupil Progress Meetings are held three times a year with the SLT and all staff members, to ensure accurate assessment and tracking of all individual pupils. Outcomes from these meetings are fed into future teaching and learning to ensure the needs of individual children are continually met.
- Curriculum delivery is monitored in accordance with the school Monitoring and Evaluation Policy.

Roles and Responsibilities:

- The Executive Headteacher and Head of School have the overall responsibility for the leadership of the curriculum and monitoring its provision.
- The Head of School has responsibility for the design, implementation, support and leadership of the new creative curriculum.
- The Executive Headteacher with the Head of School ensures that the curriculum has progression and appropriate coverage. This is monitored on an ongoing basis.
- Curriculum Coordinators, including the SLT, are responsible for ensuring the satisfactory content and delivery of their subject, for monitoring provision and keeping up to date with the curriculum developments, providing INSET where necessary. They ensure progress is tracked and that there is appropriate challenge, support and intervention.

- The SENDCO 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. Plans are shared with any adult support in their class. They regularly review, annotate and use their assessments to feed into future planning.
- The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the Executive Headteacher's report to Governors, and coordinator updates for Governors.

Laura Pipes - Head of School

This policy will be reviewed every two years - September 2016