

**Amble Links First School**  
**Curriculum Policy**



<b>Date Written:</b>	February 2022
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<b>Responsible Governor:</b>	Curriculum Development Committee
<b>Adopted by Governors:</b>	March 2022
<b>Date for Review:</b>	March 2025

**Introduction**

Amble Links First School's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We endorse the aspirations concerning the curriculum that are set out by the DfE in the National Curriculum (2014) and we seek the highest standards of attainment for all our children. We also value the increasing breadth of the curriculum that we provide. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun. Our 3 Rs of being Responsible, Respectful and Resilient are promoted and reinforced continuously with our pupils.

**Our School Vision**

Our school curriculum is underpinned by our written whole school vision that has been jointly created and agreed by stakeholders. The curriculum is the means by which the school aims to achieve our vision.

Amble Links First School is a safe, happy, hard-working and welcoming place where pupils are at the centre of everything we do. The vision of our pupils is simply to be 'the best school in the world'.

**Our overall intent is to ensure that:**

Our **PUPILS**:

- Can read, write and can work with numbers confidently and fluently
- Understand and model our '3Rs' of being: Resilient, Responsible and Respectful at all times
- Have high standards of behaviour
- Appreciate diversity and respect differences in a climate of 'It's Okay'
- Lead healthy and active lifestyles and understand the importance of doing so
- Leave us as confident, emotionally intelligent and well-rounded individuals with high aspirations

Our **CURRICULUM**:

- Ensures that the basic skills of reading, writing and mathematics are prioritised to give firm foundations for all learning
- Teaches the children appropriate skills, knowledge and vocabulary and entuses them to find out more
- Is relevant to the needs of our pupils and builds strong connections between the subjects and topics they learn about
- Is inspirational and consistently taught to a high standard, leading to all pupils making excellent progress regardless of need, ability or background
- Provides a range of opportunities and experiences that prepare pupils for the next stage of their development

Our strong sense of **COMMUNITY**:

- Builds positive relationships with parents and other stakeholders
- Is reflected in the positive contributions that we make within the local area and further afield

### **Organisation and Planning- Curriculum Intent**

We plan our curriculum in three phases. We agree a long-term plan for each year group. This is the broad framework that sets out the aims of our programme of education including the knowledge and understanding gained at each stage of our children's education. It will broadly indicate what is to be taught in each subject in each term and to which groups of children. We review this long-term plan on an annual basis to ensure that it meets the requirements of the National Curriculum as well as the needs of different cohorts.

Our progression grids detail the learning that we expect all children to achieve by the end of each year in each subject.

Our medium term plans detail the learning objectives and details of the lessons to be taught within each half term.

For short term planning, teachers add a brief summary to an online weekly calendar. This planning makes reference to and can be tracked back to medium and long term planning. All teachers in school have access to a shared drive containing planning as well as to the online calendars.

In Early years, we adopt a topic based approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the Early Years Foundation Stage Curriculum and there is planned progression in all curriculum areas.

In Key Stages 1 and 2, we teach all foundation subjects discretely ensuring that all children know the purpose of each of these subjects.

We publish details of our curriculum on our school website.

### **The Early Years**

The curriculum that we teach in our 2 year old provision, nursery and reception classes meets the requirements set out in the Early Years Foundation Stage Curriculum.

Our school fully supports the principle that young children learn through play, by engaging in well planned and structured activities and by directing their own learning. Teaching in the early years builds on prior experiences.

We are well aware that all children need the support of both the parents and the teachers to make good progress in school. We strive to build positive links with the parents of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

### **The Curriculum and Inclusion**

We have high expectations for every pupil and plan learning that is appropriate for their ability.

We ensure that all children have the same opportunities to access the full curriculum regardless of race, disability, gender, religion or belief and sexual orientation.

Some children have Special Educational Needs or disabilities. Lessons are planned to ensure that there are no barriers to every child achieving following the guidelines set out in the Special Educational Needs Code of Practice.

We take into account the needs of any pupils whose first language is not English and provide support they need to take part in every subject.

### **The role of Subject Coordinators**

**Subject** Coordinators will fulfil their role by:

- Ensuring consistent coverage, breadth and high quality delivery of their subject curriculum (curriculum maps are in place, routine monitoring of planning and delivery).
- Ensuring high standards of achievement and progress for all pupils in their subject (monitoring and data analysis).
- Supporting class teachers in teaching and assessment of their subject and ensuring moderation of this process.
- Identifying areas of strength and needs and securing improvement appropriately (monitoring and data analysis).
- Arranging relevant CPD to support the above.
- Ensuring that relevant documentation and information about the subject is kept up to date and readily available (staff shared drive, policy, school website information).
- Regular reporting to the Headteacher and governors.

## Monitoring and review

Our governing body's Curriculum Development Committee is responsible for monitoring the intent, implementation and impact of our school curriculum. Individual governors are allocated specific subjects that they will be responsible for overseeing and will liaise regularly with subject co-ordinators.

The full governing body receives monitoring reports from subject governors following monitoring. This monitoring will include assessing the progress that is being made towards the annual target set in the School Development Plan for that subject.

The headteacher is responsible for the day-to-day organisation of the curriculum. The Headteacher, Deputy Headteacher and subject leaders routinely monitor how the curriculum intent and implementation combine to impact pupils' learning and produce termly 'co-ordinator checklists' to detail this. These are shared with relevant governors.

This policy will be reviewed every three years, or before if necessary.

**A COPY OF THIS POLICY IS AVAILABLE IN LARGE PRINT ON REQUEST**