

# MILFORD PRIMARY SCHOOL

## CURRICULUM POLICY



### ***Vision Statement***

‘Milford Primary is a community orientated school, centred around the children as individuals. We are committed to helping children work towards their potential as life long learners who care, share, respect and learn in a stimulating environment.’

**January 2016**

## 1. **Purpose**

- 1.1 This policy sets out the curriculum entitlement of children; how we organise to meet it and what steps are taken to make the curriculum inclusive.

## 2. **Entitlement**

2.1 Pupils are entitled to:

- a broad and balanced curriculum that provides them with life skills for life beyond primary school.
- experience a wide range of enjoyable and effective teaching and learning practices;
- regular assessment that impacts on future teaching;
- differentiated work and support;
- develop their abilities by receiving high quality oral and written feedback;
- have their achievements celebrated.

2.2 Parents are entitled to:

- be involved in the learning process through homework, parent information evenings, parents' evenings, reports, productions and assemblies, the web site and other ICT opportunities, newsletters from school and classes.

## 3. **Organisation**

- We teach the Foundation Stage Curriculum, the National Curriculum and the agreed local syllabus for Religious Education.
- Our long-term curriculum frameworks set out how and when subjects are to be taught. These take account of our Creative Curriculum approach.
- The new curriculum and the documents that support it are used as the starting point for English activities. Appropriate links are made to topic areas within the Creative Curriculum.
- The new curriculum and supporting documents are used as the starting point for maths activities. (Natural links to creative learning will be made where appropriate.
- Early learning goals are used as a starting point for the medium term planning of the Foundation Subjects.
- The local agreed syllabus is used as a starting point to plan RE.
- Monitoring of curriculum provision is part of the self evaluation process and the outcomes are recorded on the Self Evaluation Summary.
- Performance Management procedures monitor the range and effectiveness of different teaching and learning practices.
- A framework of termly assessments is in place to provide the headteacher, governors and teachers with useful data on pupil progress.
- Teachers' planning and pupils' work are examined to monitor differentiation and written feedback.
- The School Improvement Plan is used to develop the curriculum provision; as well as the quality of teaching and learning.
- Pupils have the opportunity to have their work celebrated in class and by the whole school.

- Parents are informed of the pattern of homework at the start of each year, have two parents' evenings a year which include a discussion of their child's attainment and progress; receive an annual report on their child's progress; and are invited to attend their child's productions and assemblies.

#### **4. Inclusion**

- Individual lessons are differentiated to ensure all pupils can access the curriculum whatever their preferred learning style.
- Pupils with an Educational Health Care Plan have an Individual Provision Map that sets out how they will be supported to meet their specific needs.

Date **January 2016**

Signed (Chair of Governors) **G. Taylor**

Review **Spring 2017**