



# *SOMERVILLE PRIMARY SCHOOL*

## *CURRICULUM POLICY*

### **Somerville Federation**

**Approved by Governors: February 2016**

**Reviewed: January 2017**

**Next Review Date: January 2018**

### **Introduction**

Our curriculum is designed and put together by our teachers, to allow pupils to learn and develop both educationally and personally. We begin by ensuring coverage and progression through the EYFS, National Curriculum and Wirral Agreed Syllabus for Religious Education. Learning themes are designed to give our pupils meaningful learning experiences and incorporate visitors into the school and learning opportunities both inside and outside the classroom and indeed the school. Into each theme we incorporate a range of impact activities that motivate and engage our pupils and allows them to see the relevance of their learning.

### **Values**

At Somerville Primary School our personalised curriculum is based upon our core beliefs of 'Striving for Personal Success' and 'Putting Pupils First'.

### **We value:-**

The rights of every child and celebrate their uniqueness and entitlement to be developed educationally, physically, spiritually, morally, socially and culturally, thus developing the whole child. We ensure that we meet the requirements of the Every Child Matters Agenda. These themes are woven throughout our curriculum.

### **Aims**

The aims of our school curriculum are:-

- To enable all pupils to strive for personal success and develop to their true potential.
- To teach children the basic skills of Literacy, Numeracy and ICT.
- To develop the key skills of enquiry, creative thinking, problem solving, motivation, social skills, information processing, empathy, evaluation, reasoning, managing feelings, self-awareness and communication.
- To promote respect for themselves and others and to know what their responsibilities are.
- To develop the skills to work independently and collaboratively and to develop a positive attitude to learning.
- To allow children to utilise a range of learning styles.
- To have progression in all areas of learning.
- To allow targets to be set to aid the progression in learning.
- To enable pupils to become good local, national and international citizens.
- To allow pupils to show success in a variety of ways.

### **Planning and Organisation of Curriculum**

Our planning is done in three phases:-

- **Long Term planning**  
This is when we plan which themes we are doing, when we are doing them, who we are doing them with and coverage of the EYFS and National Curriculum. We will also plan for our impact activities at this stage.
- **Medium Term Planning**  
We plan which objectives we will be covering and which key skills will be developed. We do this in the form of theme maps. There are three maps; a curriculum map, key skills map and impact activity map. WE will base this planning on any assessment data available.
- **Short Term Planning**  
These are plans which detail the learning question for the lesson, resources required, the how it will be taught and activities. These are annotated and evaluated in light of assessment for learning opportunities within a lesson.

The planning is altered according to pupils needs; it can be altered, accelerated or slowed down dependant on need.

### **Provision for Children with English as an Additional Language, Special Needs or who are Gifted and Talented**

Our curriculum is designed to be as inclusive as possible; in most cases the teacher is able to provide resources and learning to meet pupils' needs in an ordinary classroom situation. Specialist teachers or support may be required.

We comply with the requirements set out in the Code of Practice for SEN . We always provide additional resources to support pupils with SEN.

### **Role of Subject Leaders and TLR's**

- To provide strategic direction for individual subject areas and to keep up to date with local and national agendas.
- To offer support and advice to colleagues.
- To organise assessment and monitor progress.
- Audit subject area, create and review action plans and order required stock / resources.

### **Monitoring and Review**

The Governing Body Curriculum Committee shall agree this policy and monitor implementation through termly committee meeting and annual meetings with subject leaders for named Governors.