

# Leyland St. James Church of England School



**A Christian family where all are valued, children achieve, and the future begins**

Our mission is to serve the community through serving our children. Every child is welcomed regardless of need for 'who so ever welcomes one such child in my name welcomes me' (Matthew 18.5). Everyone is valued; everyone has worth. We ensure that every child develops within God's love.

## **Curriculum and Curriculum Entitlement Document (Draft)**

This policy outlines the teaching, organisation and management of the National Curriculum and how we cover the National Curriculum foundation subjects. The foundation curriculum covers;

- History
- Geography
- Art and Design
- Design and Technology
- Languages
- Music
- ICT

These subjects are delivered in a knowledge-rich fashion, where information and skills are linked to maximise learning and engagement.

The school also delivers the National Curriculum subjects of English, Maths and Science, which have separate policies. As a church school, we follow the Diocesan RE scheme, Questful RE, supplemented by Understanding Christianity. This too has its own policy.

All pupils are expected to participate in RE and collective worship. However, the Education Act 1996 gives any parent the right to withdraw their child from RE. This will be respected

by the school and alternative provision made. The right to withdraw applies to all parts of the relevant programme of study and not just part of it. The Education Act 1944 also gives parents the right to withdraw their child from school daily acts of worship. As above the school will respect this right and provide supervision for any child who is withdrawn. The parent must submit their request to withdraw the child in writing to the Headteacher.

We also offer the children wider curriculum experiences, which again excites and engages them as learners, builds their resilience and helps them utilise our Christian Values and the Church of England's values of dignity, respect and courageous advocacy.

As a voluntary aided primary school, it is the school's view that all children, irrespective of social background, culture, race, gender, differences in ability and disabilities should be encouraged, enabled and entitled to benefit from the full range of activities offered by the school. In doing so, they are prepared for the opportunities and challenges of adult life in our society. We are a highly inclusive school, who offer a nurturing environment, where all children thrive and succeed by having their very different needs met. In order to succeed, we provide individual services that are available to all children, if the need arises, to support them in their lifelong learning including access to nurture group, educational psychologists and counselling.

The delivery of the curriculum will be mindful of all pupils' aptitudes and learning styles but the involvement of all is seen as a right of all. It is a right of children within school to experience a curriculum that is rich and varied and beyond the statutory requirements prescribed. There is no right of withdrawal from the statutory elements of the National Curriculum.

Our curriculum is provided through the following three stages;

1. Aspire
2. Implementation
3. Impact

**Aspire:**

This is the consideration of the knowledge and skills we want the children to gain through their learning. We aspire to:

- Provides a curriculum which is linked to our school's distinctly Anglican vision,
- Provide a curriculum that highlights Christian Values and engages children in learning that helps them to be respectful towards others,
- Provide an inclusive curriculum where all children's needs are appreciated and respected,
- Ensure that every child, regardless of background, need or complexity, has access to the curriculum,
- Widen children's subject knowledge and challenge their ability to make connections across different subject areas,

- Build depth and breadth of understanding over time,
- Value diversity within the community.

### **Implementation:**

Long term planning is carried out by all year groups, creating a two year vision. This can be seen on the two year coverage maps. These are to ensure the National Curriculum (2014) is covered appropriately.

### **Impact:**

- For the attainment of most children to be in line with, or above, age expectation.
- For the quality of recorded work in books to demonstrate a wide and in-depth understanding of the curriculum being taught,
- For children to be able to make links between different subject areas,
- For children to be able to discuss and share their learning experiences with others.

### **Monitoring the Impact:**

To monitor the impact on pupils' progress in the foundation subjects we:

- Gather evidence of what individual pupils know, understand and can do in the foundation curriculum subjects by observing them at work, listening to and discussing with them, and evaluating any work they produce,
- Throughout each unit of work, we record against the National Curriculum objectives, showing children working below, at and above age expectation,
- Collect data for the foundation subjects from year groups 2, 4 and 6, when children have had complete experience of the curriculum at Key Stage One, Lower Key Stage Two and Upper Key Stage Two.

### **The Role of the Subject Leader**

The role of the subject leaders is to:

- Provide a strategic lead and direction for the subject,
- Annually, create an action plan for the subject, linking to the School Improvement Plan and focussing on the improvement of teaching and learning,
- Support and offer advice to colleagues on issues related to the subject,
- Monitor pupil progress in that subject area through; pupil discussions, observations of children's work and collecting in data from year groups 2, 4 and 6.
- Provide efficient resource management for the subject.

### **Extended services**

Extended services are defined as extra-curricular activities offered by the school and/or its agents. The provision of these activities is not regulated by statute but is subject to regulation

by different bodies as well as to legislation relevant to equal opportunities, health and safety etc.

### **Sex and Relationships Education (SRE):**

The Education Act 1996 requires all schools to provide a programme of SRE. The school's view is that all children are entitled to and need this aspect of education in order to cope with being a young person in modern society. For this reason, we will continue to deliver a SRE curriculum. This topic is taught in a sensitive way with age appropriate information given to the children. Letters are always sent out to parents prior to the teaching of Sex education. . Parents have the right of withdrawal from these lessons. However, as for RE, this should be discussed with the Headteacher before any decision is made.

### **Charging Policy:**

As a school we uphold the right of a free school education for all children and where possible for all children to have access to extended school activities regardless of their economic circumstances. These are our procedures:

- We ask for voluntary contributions to some school trips but in line with statutory requirements no child is excluded from any such activity if a contribution is not made. Where possible, the school subsidises these activities so that the charge is kept to a minimum.
- If a family is facing financial hardship we may reduce or waive the cost of an activity. Each situation is judged on an individual basis and the Head of school's decision is final.