

Royal Borough of Kingston upon Thames

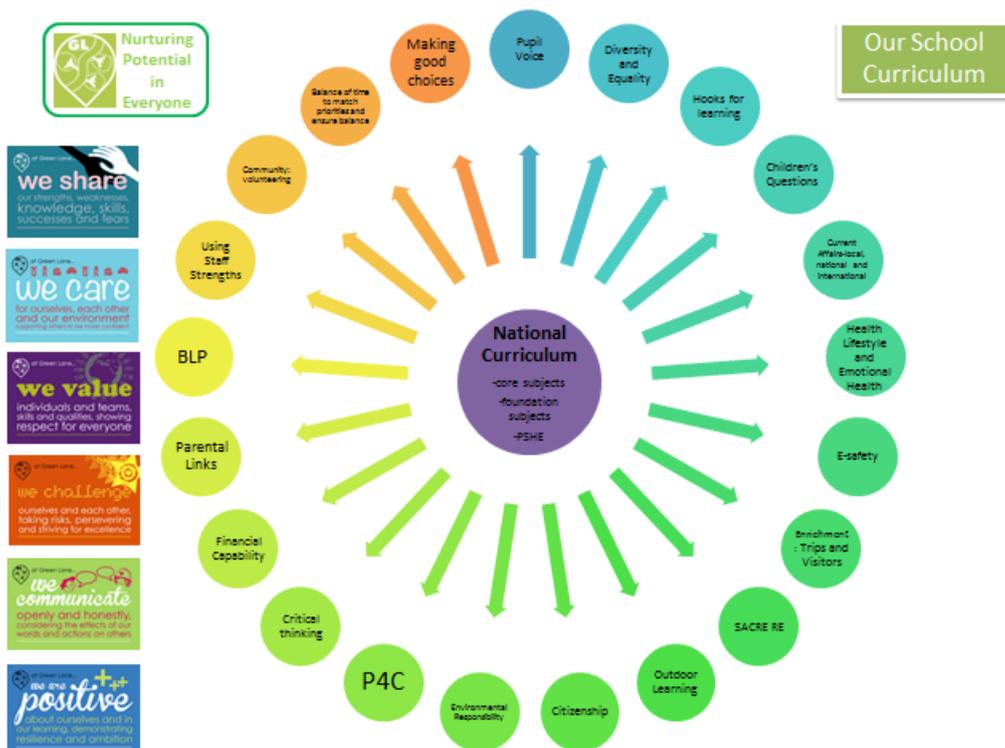
Green Lane Primary and Nursery School



## Curriculum Policy

## Green Lane Primary and Nursery School Policy on: Curriculum

**Curriculum Policy** At Green Lane we ensure our curriculum promotes a love of learning, opportunities to develop a variety of skills and equips our pupils for success in the modern world. We combine the formal requirements of the National Curriculum as well as a range of extra-curricular activities to enrich the experience of the children. Green Lane's curriculum is continually evolving to reflect the needs and interests of the pupils it serves.



### Aims and objectives

Our curriculum aims:



Reviewed: Autumn 2017

Agreed: Autumn 2017

Review: Autumn 2019

## **Organisation**

### **Long Term Planning**

Green Lane has a cross-curricular, thematic approach to the curriculum. Teachers and key stage teams plan the curriculum provision with support from the Leadership Team. Each half term, a new topic is introduced and planned with the pupils and an overview of the skills to be taught is shared with pupils and parents. Within each topic, the full range of National Curriculum subjects are planned for, keeping a cross curricular approach where possible. All learning leads to a fantastic finale each half term which provides a clear purpose for the term's learning and which is an opportunity to celebrate the pupil's work and achievements.

### **Medium Term Planning**

In medium term planning, learning intentions are blocked clearly set out alongside the activities planned to allow the pupils to acquire necessary skills. Subject leaders monitor medium term planning for their subject to ensure the requirements of the National Curriculum are being met alongside the personal needs of the pupils.

### **Short Term Planning**

Short term planning is in the form of presentation slides that are created by teachers and used to deliver lessons. Slides make explicit the learning intention, success criteria, activities, key questions, differentiation, assessment opportunities and the role of the adult/s. Presentation slides are monitored on a half-termly basis by the leader of teaching and learning with appropriate feedback given and by the subject leaders for literacy and numeracy.

### **Foundation Stage Planning**

Curriculum provision in the Foundation Stage meets the statutory requirements as set out in the National Curriculum for the Foundation Stage. Teachers of the Foundation Stage produce a weekly plan which details the activities set up to promote seven areas of learning with an appropriate balance of independent, adult supported and adult lead activities. The Foundation Stage curriculum is reflective of the interests and needs of the pupils it serves. Green Lane adheres to the principle that young children learn through play, interaction with others and by engaging in well-planned structured activities.

### **Inclusion within the Curriculum**

Green Lane is committed to an inclusive education for all, through a creative and a broad and balanced curriculum. All pupils are catered for through high quality teaching in the classroom that is differentiated and personalised to meet the majority of their needs. Only a few pupils will need provision that is different and additional to those of their peers in the form of a short term or long term intervention.

### **The role of the subject leader**

Please refer to the Staff Handbook for detailed expectations of the role of the subject leader.

### **Monitoring and Review of the Curriculum**

Green Lane's Governing Body's sub-committee, the Curriculum Committee is responsible for monitoring the way the school curriculum is implemented. (Please refer to the minutes of the Curriculum Committee meetings for detail).

Subject leaders are required to monitor the way in which their subject is being taught and ensure complete coverage of the key skills. As requested, they provide the Governing Body with a detailed report about their subject. In addition to this, subject leaders monitor the resources required for the effective delivery of their subject and manage their budget accordingly.

The curriculum provision is reviewed regularly throughout the year in key stage meetings and by the staff body as a whole to ensure it is meeting all the aims set out in this policy. Where appropriate, it is subsequently amended thus it remains a fluid and evolving document.

**Home/School Partnership**

Parents are advised of the curriculum their child is following every half term through the sending home of a learning map every half term. Teachers set home learning weekly for all pupils, linked to the work they are completing in school. (Please refer to the school's Homework Policy for further guidance).