

National Curriculum Key Stage 2

Coordinators	Nominated Governors
Head and SMT	Core Subject Representatives

We believe we give all our children full access to the National Curriculum and we enable them to achieve the highest academic and personal standards of which they are capable by providing them with challenges and the life skills that they need in order to take their place in society. We want all our children to succeed.

We see the development of English, Mathematics, Science and I.C.T. as central to our curriculum work, balanced with the humanities and expressive arts. Also, the experiences of the children will be enriched by a range of planned extra-curricular activities.

We strive to provide a curriculum that all pupils will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured well ordered classroom environment.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

Aims

- To provide a broad, exciting and challenging curriculum that embraces the needs of every child.
- To provide an environment that is fun, stimulating and challenging to all pupils.
- To promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- To equip children with a range of skills and a desire for lifelong learning.
- To work with other schools to share good practice in order to improve this policy.

Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- nominated a link governor to visit the school regularly, to liaise with the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy.

Role of the Headteacher

The Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- monitor the effectiveness of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Nominated Governor

The Nominated Governors will:

- work closely with the Headteacher and SMT;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;
- annually report to the Governing Body on the success and development of this policy

Role of the Coordinator

- There will be a subject coordinator for each curriculum subject.
- Each subject coordinator reviews progress of their curriculum subject and reports this to the Headteacher and other members of staff.
- Each subject has an action plan which forms part of the Single Integrated Development Plan.

Role of School Personnel

School personnel will:

- comply with all aspects of this policy;
- undertake careful planning of all areas of the curriculum but will be encouraged to take time to react and to develop those unexpected moments which will further develop children's experiences;
- be encouraged to develop the curriculum by using the range of cultures that we have within the school;
- maximize learning opportunities by encouraging and developing parental involvement;
- use a range of teaching and learning styles to address the needs of all children

Role of Pupils

Pupils will be encouraged to bring in their own items and information in order to enhance and to take ownership of a topic.

Role of the School Council

The School Council will be involved in:

- determining this policy with the Governing Body;
- discussing improvements to this policy during the school year;
- reviewing the effectiveness of this policy with the Governing Body

Role of Parents

Parents will:

- be made aware of this policy;
- be encouraged to become involved in curriculum development by helping in school, taking part in curriculum focus weeks and by maximizing learning opportunities between home and school

Assessment and Reporting

- Every child will be continually assessed by the class teacher in selected pieces of work throughout the year. Annotations will be added and observations will be recorded on the **Incerts** Pupil Tracking and Monitoring system.
- All teachers and other key staff will input regular, accurate assessment information, observations and evidence on to the **Incerts** Assessment data base.
- All Year 4 Pupils will complete the CAT's Test in Spring Term.
- All KS2 Pupils will complete the PASS Survey at least twice between Year 3 and 6.
- In Summer Term, all pupils from Year 1 to 6 will complete the NFER Maths Assessment.
- All children in KS2 will complete a Reading Test giving a reading age and standardised Score 3 times a year. A Spelling Age and Standardised Score will also be recorded.
- Other Optional Assessment Materials/ Activities/ Tasks will be set at various points throughout the year to gather specific evidence of standards and for progress tracking.
- The National Reading and Numeracy Tests will be taken by all pupils from Year 2 to Year 6.
- Class teachers will produce an End of Year Report to parents showing standards, progress, strengths and areas for development at the end of every academic year.
- In February, an Interim Report is produced for parents outlining the general progress made by the child and to raise any issues.
- Two formal opportunities are given to parents to attend a Parent/ Teacher Consultation session to discuss their child/ren's education. An offer is also made to parents to meet the Class Teacher following the End of Year Report to discuss its content.
- All teaching staff will apply various Assessment For Learning strategies consistently throughout the school.
- Children will be given the opportunity to self and peer assess their work and the work of others.
- Children with ALN will be assessed using appropriate and individual tools and systems specific to tracking their progress or identifying their future needs.

Time Allocations

Each subject has a specific time allocation.

Timetable

Class timetables provide details of time allocations to each subject.

Planning

Long, medium and short term planning is in place for all subjects.

Subject Policies

Policies are in place for all subject areas and are updated every three years or sooner if the need arises.

Monitoring

Standards will be monitored by:

- looking at pupils work
- subject observations
- lesson observations
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions
- Learning Walks
- Group, Key Stage and whole school moderation sessions

Monitoring will be undertaken by subject coordinators and members of the Senior Leadership Team. Governors may be called upon to add value to monitoring certain aspects of school development.

Topic Work

Geography, History, ICT, PSHE, Art and DT will be taught as topics with possible links to Music, PE and RE. Core subjects follow their own themes/ units of work and will be applied in all other subject areas

Educational Visit and Visitors

- We actively encourage educational visits to link in with topic work.
- Invited speakers will enhance the experiences of the children.

Parental Involvement

All parents are informed via termly newsletters of their child's topics and are actively encouraged to help in any way they can

Equal Opportunities

- We aim to promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- We look for ways to encourage both boys and girls in all subject areas.
- By careful monitoring we encourage those underachieving in certain areas.

Special Needs

Teachers' planning caters for the wide ability range by including differentiated opportunities in order for all children to make progress

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body
- information displays in the main school entrance

Monitoring the Effectiveness of the Policy

Annually (or when the need arises) the effectiveness of this policy will be reviewed by the coordinator, the Headteacher and the nominated governor and the necessary recommendations for improvement will be made to the Governors.