



### POLICY ON CURRICULUM

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#### **1 Introduction**

- 1.1 Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.
- 1.2 At Fairholme, we believe in providing a first class independent education, both through outstanding teaching and by providing opportunities to develop wider skills. We maintain that learning should be a rewarding and enjoyable experience through which everyone can achieve their potential and exceed their expectations. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We aim to foster creativity in our children, and to help them become independent learners. Above all, we believe in making learning fun.

#### **2 Values**

- 2.1 Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.
- 2.2 Our main values upon which our curriculum is based are as follows:
- We value children's uniqueness, we listen to the views of individual children, and we promote respect for diverse cultures.
  - We value the spiritual and moral development of each person, as well as their intellectual and physical growth.
  - We value the importance of each person in our community, and we organise our curriculum to promote inclusion, cooperation and understanding among all members of our community.
  - We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We want to enable each person to be successful, and we provide equal opportunities for all our pupils.
  - We will strive to meet the needs of all our children
  - We value our environment, and we want to teach our pupils, through our curriculum, how we should take care of the world, not only for ourselves, but also for future generations.

#### **3 Aims and objectives**

- 3.1 The aims of our school curriculum are:
- to provide a rich, purposeful and varied learning environment that allows all children to develop their skills and abilities to their full potential;
  - to provide a curriculum which is stimulating, dynamic and flexible;

- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and ICT;
- to enable children to be creative and to develop their own thinking;
- to ensure that children participate in physical activity;
- to teach children about the developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage including Welsh culture;
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to enable children to be positive citizens;
- to provide opportunities for pupils to celebrate success and achievement;
- to teach children to have an awareness of their own spiritual development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others;
- to recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process.

#### **4 Organisation and planning**

- 4.1 We plan our curriculum in three phases. We agree a long-term plan for each subject area. This indicates what topics are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.
- 4.2 Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic.
- 4.3 Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.
- 4.4 In the Foundation Stage, we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.
- 4.5 In Key Stages 1 and 2, we teach the foundation subjects separately. Each child has the opportunity to experience the full range of National Curriculum subjects in each of the three academic terms.
- 4.6 We recognise that children learn at different rates and sometimes have varying curriculum needs.

#### **5 The curriculum and inclusion**

- 5.1 The curriculum in our school is designed to be accessed by all children who attend the school. If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents have been consulted.
- 5.2 Our curriculum is available online on our learning platform to ensure that any child who cannot attend school for any reason can still access the lesson material. If a child is absent for an extended period, this facility is extended to include videos for independent study and can include video conferencing lessons.
- 5.3 If children have special needs, our school does all it can to meet those individual needs. If a child displays signs of having special needs, then his/her teacher makes an assessment of this need. In

most instances, the teacher is able to provide the resources and educational opportunities that meet the child's needs, within normal class organisation. Additional assistance is provided when necessary.

- 5.4 The school provides an Individual Development Plan (IDP) for any child with additional needs. This sets out the nature of additional help required, and outlines how the school will aim provide this. The IDP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.
- 5.5 The school also provides a system of catch up plans (CUPs) and go ahead plans (GAPs) to cater for differing learning requirements outside the provision of IDPs.

## **6 The Foundation Stage**

- 6.1 The curriculum that we teach in the reception class meets the requirements set out in the Statutory framework for the early years foundation stage (2014). Our curriculum planning focuses on the Early Learning Goals, as set out in these documents, and on developing children's skills and experiences.
- 6.2 Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning.
- 6.3 Each term in the reception class, the teacher will assess the skills development of each child, and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.
- 6.4 We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

## **7 Key skills**

- 7.1 At Fairholme we regard the following Key Skills to be important for all learning and these are developed at every available opportunity:
- literacy
  - numeracy
  - ICT
  - Thinking.
- 7.2 In our curriculum planning, we emphasise these skills, so that the children's progress in all of these areas can be identified and monitored. Teachers contribute to a child's progress in these skills in each subject area, because we believe that all children need to make good progress in these areas if they are to develop their true potential.

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

- 8.1 The role of the subject leader is to:
- provide a strategic lead and direction for the subject;
  - support and advise colleagues on issues related to the subject;
  - monitor pupils' progress in that subject area;
  - provide efficient resource management for the subject.

8.2 It is the role of each subject leader to keep up to date with developments in their subject. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to illustrate the achievements of children at each key stage, and to exemplify the attainment expected.

## **9 Monitoring and review**

9.1 The Principal is responsible for monitoring the way in which the school curriculum is implemented. Each subject is continually reviewed and developed.

9.2 The Principal liaises with subject leaders to monitor each subject.

9.3 The Principal is responsible for the day-to-day organisation of the curriculum. The Principal monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the Fairholme Curriculum, and that all lessons have appropriate learning objectives.

9.4 Subject leaders monitor the way in which their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

9.5 This policy is monitored by the Principal and will be reviewed every two years, or before if necessary.

Signed:

A handwritten signature in black ink, appearing to read 'E. Perkins'.

Date: 21/07/2025