



CURRICULUM STATEMENT STAPLEGROVE C of E PRIMARY SCHOOL

Governing bodies are required to produce a curriculum statement annually. This replaces the requirement under the School Framework and Standards Act 1998 for a curriculum plan.

At Staplegrove C of E Primary School this statement sets out the principles underpinning the curriculum and reflects the school's commitment to developing all aspects of their pupils' lives.

At Staplegrove C of E Primary School we aim to:

- **Admire the wonders of God's world together.**
- **Inspire a love of lifelong learning in everybody.**
- **Make a welcoming and exciting place for everybody.**
- **Share and care for everybody in it.**

This is the philosophy of how we want to work and learn. These aims underpin all of the learning that takes place in our school. The five outcomes of Every Child Matters, Being Healthy, Staying Safe, Enjoying and Achieving, Economic Well Being and Making a Contribution are reflected in each policy and procedure in our school.

We are currently developing our Teaching and Learning Policy which will overarch all of our curriculum policies.

Literacy

- We support our literacy teaching by interpreting the revised framework of the **National Literacy Strategy** whilst still using elements of the old framework. The revised framework will be fully embraced in September 2008. We are keen to use any quality materials which will strengthen the teaching and learning in our school. We explore ways of developing literacy skills through all of the other curriculum areas. Literacy World supports teaching of Literacy at KS2.
- Children in Foundation Stage and KS1 are set for Phonics teaching and this is structured by Letters and Sounds.
- We use layered targets to focus development in identified areas of Literacy and progress is monitored in termly target setting and Pupil Progress Meetings (PPM).

Numeracy

- We support our Numeracy teaching by interpreting the revised framework of the **National Numeracy Strategy**, whilst still using elements of the old framework. The revised framework will be fully embraced in September 2008. KS2 use the unit plans to support the Numeracy teaching and ABACUS mathematics is used to support in year 5.
- Children in Beech and Rowan are set in ability groups for Numeracy. This is also the case in Cherry and Oak and for Cedar and Willow in the Autumn Term.
- We use layered targets to focus development in identified areas of Numeracy and progress is monitored in termly target setting and Pupil Progress Meetings (PPM)

Science

- At KS1 the science curriculum is planned on a 2 year rolling programme of topic areas. The relevant key science skills for each year group are delivered through topics.
- KS2 science follows the QCA topic areas which ensure that all topics are met across the 4 years. The science skills for AT1 for each relevant year group are taught through these topic areas. There are 6 to cover in each year.
- Year 6 revise all areas to ensure that they are familiar with each topic for SATs.

ICT

- All ICT in the school is planned and delivered by our HLTA for ICT. This is monitored by the ICT co-ordinator. The planning is based on the Somerset IICT Skills Progression framework, which focuses on what children need to be taught in each year group.

National Curriculum Foundation Subjects

- For all of our Foundation Subjects, we have developed a two year rolling programme based on the skills progression sheets for each subject from County Guidance in the "Curriculum planning for small schools" document.

Early Years Foundation Stage

- Our Foundation Stage Curriculum is directed by guidance in the Early Years Foundation Stage Documentation. It covers the 6 key areas of learning which are Personal, Social and Emotional development,

Communication language and Literacy, Problem solving Reasoning and Numeracy, Knowledge and Understanding of the World, Physical Development and Creative Development.

Religious Education

- For our RE teaching we follow the Somerset agreed syllabus “ **Awareness Mystery and values.**” The areas of delivery are allocated to year group in a 1 year programme to ensure that children experience the full RE syllabus.

Collective Worship

- There is a statutory requirement for all VC schools to have a form of Collective Worship each day. Our Collective Worship policy is written with guidance from the Diocese Board of Education.

PSHE

- The school has adopted SEAL (Social Emotional Aspects of Learning) as our framework for delivering PSHE. This is progressive across each year group and the learning is built on year on year.

Sex Education

We follow our **sex education policy** which has been set up in accordance with county and national support information.

Drugs Education

- The School has a scheme of work for the delivery of Drugs education that is cross-curricular. A visit from the lifestyle bus is booked every two years which provides focuses learning for all year groups.

Special Educational Needs

- The curriculum is planned through a whole school approach to curriculum planning, taking into account progression and differentiation. The work for some children is supported by Basic Entitlement and IEPs which teachers use as part of their daily planning.

Focus Weeks

- Some aspects of the curriculum are delivered through focus weeks and days. The timetable is suspended and activities are focussed on a key theme.

Curriculum enhancement

- The curriculum is enhanced by using visits and speakers whenever possible. We aim that each class should have one of these enhanced opportunities each half term.
- Each year there is the opportunity for the children to enjoy some form of theatre experience.
- Children in Year 5 and 6 are taught French for an hour each week.
- There are opportunities for the children to take responsibilities within their class and the whole school. Each class has a group of children who have monitor roles and across the whole school children can be School Councillors, Office Monitors, Prefects, Play leaders or Eco Representatives depending on their year group.
- Children can learn piano, guitar, flute or recorder during the school day.

Extended School opportunities

- The school offers a variety of clubs for children to participate in after school. These include Football, Multi-skills, Cricket, Rounders, Dance, French and Choir.
- Weekend workshops are run once a term on a Saturday to support a Christian theme.

The Role of the Governing Body

The governing body must consider and agree the policy and monitor and review its implementation. They receive an annual report from the Headteacher and need to consider the impact of the curriculum on various groups of learners within the school

The Role of the Headteacher

The Headteacher completes the Curriculum Statement each year for consideration of the Curriculum committee.

The Headteacher monitors the provision of the curriculum by lesson observation, work scrutiny, planning scrutiny and feedback from curriculum co-ordinators.

The Headteacher reports to the Governing body on standards within the school, giving consideration to:

- year groups
- comparisons with national averages and similar schools nationally and for the LEA
- gender; ethnicity; special educational needs
- pupils for whom the curriculum was disapplied
- the nature of any parental complaints concerning the curriculum.

The Role of the Class teachers.

The teachers have a responsibility to deliver the agreed curriculum through careful planning, teaching and evaluation.

They meet weekly as a whole staff, or in key stage groups to consider the delivery of the curriculum, continuity and issues of progression.

Each teacher has the responsibility for a curriculum area and they monitor delivery for this subject. They report to the Headteacher and colleagues about this.

Signed:- Headteacher_____

Chair of Curriculum Committee_____ -

Date_____