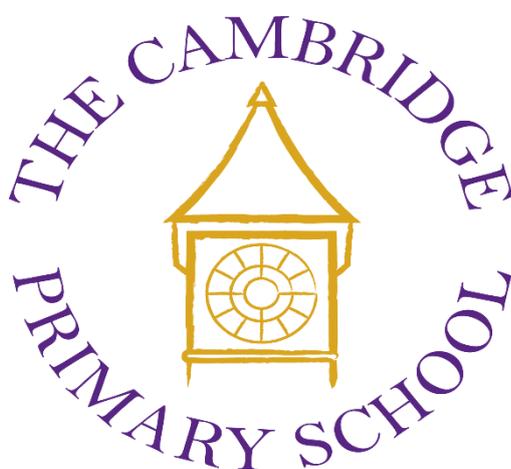


# THE CAMBRIDGE PRIMARY SCHOOL

## CURRICULUM POLICY

2018



<b>Date of Approval:</b>	
<b>Date of Next Review:</b>	
<b>Signed: Headteacher</b>	
<b>Signed: Chair of Governors</b>	

The Cambridge Primary School  
Queens Avenue, Wellesley  
Aldershot, Hampshire GU11 4AA



## The Cambridge Primary School

### Curriculum Policy

The children, both individually and as a community, are at the heart of the work at The Cambridge Primary School. We believe that every member of our community is a lifelong learner.

The curriculum in all its form will provide the framework for planning and implementing the children's educational development so that they will recognise and fulfil their individual potential and special talents.

The school is committed to create a life-giving context for its work so that every child develops an appreciation of their individual value. More specifically the School will:

- Teach the national curriculum, from EYFS to KS2, as well as Religious Education and Personal, Social and Health Education
- Provide a daily act of collective reflection.
- Make provision for children with special educational needs and for those with special talents and abilities.
- Avoid any form of bias in its teaching.
- Provide for parents/carers information about the curriculum, regular reports of their child's progress, and information on the complaints procedure.

At The Cambridge Primary School, we believe the curriculum should help all pupils:

- To be successful learners with enquiring minds and a love of learning
- To develop the ability to solve problems, ask challenging questions and to think for themselves
- To know their strengths and achieve their potential
- To work independently and collaboratively
- To approach learning with confidence and positivity and develop a sense of self-esteem, self-confidence and self-reliance
- To build on skills they will need through their lives, at work and play in an ever changing world
- To have an understanding of the world and their place in it, and a respect for the diversity and differences in religions, cultures and customs of others
- To form appropriate, good personal relationships with other children and adults
- To develop an understanding of what is right and what is wrong

At The Cambridge Primary School, we follow the National curriculum for Key Stage 1 and in the Foundation Stage, we follow the Early Years Foundation Stage (EYFS). We know that children learn best when they are happy and when they are actively taking part, therefore, where possible, in our curriculum we ensure that learning is accessed through exciting experiences and opportunities. We encourage the children to make decisions, take responsibility and collaborate in their learning.

#### Early Years Foundation Stage

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage. This Framework is separated into Prime and Specific areas for development. The prime areas begin to develop quickly in response to relationships and experiences, and run through and support learning in all other areas. The prime areas continue to be fundamental throughout the EYFS. These are:

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- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development

The specific areas include essential skills and knowledge. They grow out of the prime areas, and provide important contexts for learning. These are:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Underpinning these areas for development, we provide opportunities of the children to develop their characteristics for effective learning; providing opportunities for the children to engage with other people and their environment – playing and exploring, active learning, and creating and thinking critically.

Over the course of each day, there are a variety of engaging activities which the children can freely move between, some of which are teacher led and some are child led. There is daily teacher input for Maths and Phonics, which are then linked to some of the continuous provision challenge areas, inside and outside of the classroom, which the children can explore independently.

For more information, please see the EYFS Policy.

### **Key Stage 1 and 2**

The National Curriculum programmes of study for KS1 and KS2 include:

- Mathematics
- English – speaking, listening, reading and writing
- Phonics – the teaching of the relationship between letters and sounds for reading and writing
- Religious Education
- Science
- Computing
- History
- Geography
- Art
- Music
- PE
- Modern Foreign Languages
- Design and Technology
- PSHE/Citizenship

We also teach children about modern British Values such as the democratic law and the right for fairness and a right to vote, personal liberty and the rule of law and how to respect and tolerate other faiths and beliefs.

## **The Role of the Headteacher and Governing Body**

### **The Headteacher will ensure that:**

- All elements of the curriculum have aims and objectives which reflect the aims of the school and the needs of the pupil. This relates to the teaching, the learning opportunities the continuous provision in EYFS, the assessment, the use of language and the use of information and communication technology.
- In KS1 and KS2, adequate subject time is allocated and annually reviewed by the Governor Children and Learning Committee.
- Where appropriate, needs of individual pupils are met by permanent or temporary disapplication from the national curriculum.
- Assessment procedures meet legal requirements; pupils and parents/carers receive information on progress and ways to improve.
- The governing body is fully involved in decisions on the breadth and balance of the curriculum.
- The governing body is advised on statutory targets to make informed decisions.
- Other staff implement the curriculum in accordance with this policy.

### **The Governing Body will ensure that:**

- It considers the Headteachers advice when approving this policy and when setting targets.
- Progress to annual statutory targets is monitored.
- National curriculum assessment results are published for parents with a description of progress to targets.
- It participates in decision-making about curriculum breadth and balance.

## **Monitoring and Evaluation of the Curriculum**

The Governing Body will receive regular Headteacher reports on:

- Standards reached in the core subjects by every year group against national schools', Trust schools' and similar schools' averages
- Standards at the end of each key stage compared with national and local benchmarks.
- Standards achieved by pupils with special educational needs and/or disadvantaged pupils.
- Numbers and arrangement for pupils for whom the curriculum was disapplied; progress monitoring and parents' information.
- The views of staff.
- Parents' complaints.

### **Relationship to other Policies:**

- Teaching and Learning
- EYFS
- Assessment
- All curriculum subjects
- Complaints