

# The Bliss Charity School

## General Curriculum Policy

### Mission Statement

The Bliss Charity School aims to provide a caring, secure and enriching experience; each child is encouraged to develop strong personal, academic, physical and creative skills for lifelong learning.

### 1. Introduction

The 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 range of extra-curricular activities that the school arranges in order to enrich the experience of the children. It also includes the 'hidden curriculum', and what the children learn from the way they are treated and expected to behave.

We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

### 2. Values

Our school curriculum at The Bliss Charity School is underpinned by the values that we hold dear. 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.

The main values of our school, upon which we have based our curriculum; are as follows:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all 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. We organize our curriculum so that we promote co-operation and understanding between all members of our community. We aim to give each child a positive experience of the world and a great variety of different cultures.
- 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 aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

### 3. Aims and objectives

The aims of our school curriculum at The Bliss Charity School are for children to:

- Feel safe and valued as part of a caring community that celebrates success
- Be independent thinkers/learners who are able to seek solutions creatively and cooperatively
- Develop an 'enquiring' mind and ask questions

- Be confident enough to take risks in their learning and experience learning in a variety of settings, particularly the outdoors
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all
- Be able to listen and articulate responses showing consideration to others
- Be polite and courteous
- Be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning
- Understand and respect diversity
- Be aware of and recognise their own learning needs and be involved in planning future steps
- Develop a sense of self esteem: be well balanced and healthy individuals

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

At The Bliss Charity School we plan our curriculum in three phases. We have agreed a long term plan for the Key Stage 1 and 2 curriculum. This indicates what topics are to be taught in each term, and to which groups of children. We build on the learning and experiences children bring from previous settings.

In the Foundation Stage we plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the early learning goals and their planned progression in all curriculum areas.

The curriculum in the Reception Class is based on the revised National Curriculum at Foundation Stage. Our planning focuses on the Early Learning Goals and on developing skills and experiences most commonly derived from the children's own interests and experience.

We support the principle that children learn through play and by their involvement in well-planned structured activities. Teaching in the Reception Class builds on the experiences our children have had in their pre-school learning.

At Key Stage 1 and 2 the curriculum at The Bliss Charity School places a greater emphasis on the core and foundation subjects than it does at Key Stage 1, and we usually teach these with integrated topics, but with a clear focus. This means that, for example, a child may concentrate in one term on a history topic, and then switch to a greater emphasis on geography in the next term. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

We do try and have a whole school theme each year for one term, linked to a major event or school focus. This enables us to plan jointly and share results. It also helps monitor progression across the year groups. It inspires and motivates children.

#### **5. Children with Additional Educational Needs**

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with

special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.

The school provides an Individual Educational Plan (IEP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

## **6. Key skills**

The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;
- information technology;
- working with others;
- improving own learning and performance;
- problem-solving.

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

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

Where possible the school gives subject leaders non-contact time each term, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way 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 their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work. The subject leader may, where appropriate, keep a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment.

The subject leaders work with the curriculum managers and the Headteacher to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational need and the gifted and talented.

## **8. Monitoring and review**

Our governing body is responsible for monitoring the way the school curriculum is implemented. Governors review each subject area in its tri-annual cycle of review and development.

We have named governors for Early Years, literacy, numeracy, ICT and Special Needs and all

governors are allocated a subject in which to take a special interest. The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning intentions.

Subject leaders monitor the way 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.

The Curriculum Managers work with the Subject Leaders to ensure that assessment is used to promote learning. They check that the medium term plans and lessons for each subject lead to a broad and balanced curriculum taking into account the needs of different learners. They work with the subject leaders to ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work.