



SCHOOL CURRICULUM POLICY

Alderman Cogan's is a Voluntary Aided, Church of England Primary Academy offering a comprehensive Christian primary education to families in East Hull.

The school is a caring community built on Christian values and beliefs, which permeate all aspects of School life. The curriculum, including the National Curriculum, is presented within a Christian world view. Such a world view gives perspective and meaning to all learning at Alderman Cogan's.

We seek to foster the God given talents and gifts amongst children, staff and governors for the service of each other, the school, the wider community and the Glory of God. Our aim is that all children reach their full potential, not just academically, but also spiritually, physically and socially.

This is the context in which this policy is written.

This policy was written in the Summer Term 2016. It was reviewed in Autumn 2021 and will be reviewed again in Autumn 2022.

Alderman Cogan's CE Primary Academy Curriculum Policy

1 Introduction

In order to implement our ethos statement where 'we will work together to be the best people we can be', our curriculum is designed not only to fulfil statutory requirements, but also to enthuse our children with a love of learning.

2 Aims and Objectives

The curriculum will help our children to:

- Develop lively and enquiring minds
- Communicate effectively, both orally and in writing
- Learn the essential skills of life, including number and information technology
- Explore and understand the world we live in
- Develop an appreciation of the interdependence of individuals, groups and nations
- Express themselves creatively and enjoy the creativity of others
- Develop an appreciation of a wide range of human achievement
- Develop personal, moral and spiritual values, including respect for others
- Be prepared for the opportunities and responsibilities of life in a changing world
- Learn how to learn and to regard learning as an enjoyable and lifelong activity
- Develop a wide range of interests and appreciate the need for a healthy lifestyle
- Set personal standards of achievement and value excellence

In addition:

- It will reflect changes in new teaching & learning initiatives
- It will reflect the outcomes of 'Every Child Matters'

To achieve these aims, the curriculum is planned to be:

- **Broad** so that it provides a wide range of knowledge, skills and experiences
- **Balanced** so that each subject has sufficient time to contribute effectively to learning
- **Relevant** so that learning can link to the pupil's experience to applications in the world at large
- **Coherent** so that topics can be linked to make the whole learning experience more meaningful
- **Progressive** so that what is taught builds in a systematic way upon what has already been learned
- **Differentiated** so that what is taught and the tasks that are set are matched to the aptitude and ability for each pupil
- **Accessible** so that there is equality of opportunity for all.

3 Organisation and Planning

We plan our curriculum in year groups. We agree a long-term plan for the whole school. This indicates what skills and content are to be taught in each year, and to which groups of children. We review our long-term plan regularly.

Our medium and short-term plans are those that our teachers write to match the needs of their own class. We use these to set out the learning objectives for each topic, and to identify how work will be adapted to suit the needs of the children, including those with an IEP (see SEND policy).

We endeavor to provide a curriculum which has a variety of enrichment activities that are integrated into the curriculum plans for each year group throughout the school year, both in and out of the classroom environment.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

4 The Early Years Foundation Stage

The curriculum that we teach in the foundation stage meets the requirements set out in the EYFSP. Our curriculum planning focuses on developing children's skills and experiences, as set out in this document. Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities.

Teaching in the foundation stage builds on the experiences of the children in their pre-school learning.

The foundation stage teachers make assessments on the Foundation Stage Profile. These assessments form an important part of the future curriculum planning for each child.

5 The Role of the Subject Leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- ensure there is suitable coverage of their subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area and pass relevant information to SLT;
- provide efficient resource management for the subject.

6 The Role of Subject Teams

For some subjects the school has taken the decision to work in teams to develop practice, monitor outcomes etc. These teams are formed for the duration of the task set. A teacher may therefore be a member of more than one team over the course of an academic year. The role taken by team members is similar to that described above for the more permanent subject leader.

7 Monitoring and Review

Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented.

The headteacher is responsible for the day to day organisation of the curriculum. Monitoring teams, led by a member of the SLT monitor the way the curriculum is delivered throughout the school. They examine planning and children's work, take part in enquiry walks, peer mentoring and pupil interview.

The school development plan is shared with all stakeholders and updated regularly with actions completed. It is created on Google Docs which allows for ease of questions and comments to ensure the purpose of the document is to drive forward improvement in standards throughout every area of the school