



## **The Federation of Antrobus St Mark's and Great Budworth CE (A) Primary School**

### **Curriculum Policy**

#### **Overview:**

At the Federation all children have a right to a broad, balanced and relevant education which provides continuity and progression, taking individual differences into account. Our curriculum has “an eye” on the future and the needs of future citizens, while embracing a local, national and international dimension. Our curriculum engenders a “learn to learn” environment where everyone is a learner.

Our curriculum is designed to recognise children's prior learning, providing first-hand learning experiences which allow the children to develop interpersonal skills, build resilience and become creative thinkers.

Each school's direction stems from their mission statements: “Hand in hand with God we live, love and learn together. “By God's grace we learn to love and love to learn.” These underpin all aspects of school life and aims to promote the full potential of every child through a curriculum which develops spiritual, academic, social and emotional growth.

#### **Intent:**

Our curriculum is designed by staff as a local interpretation of a national designated curriculum, taking into account the local area, expertise of the staff and traditions of each school.

- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties.
- Create and maintain an exciting and stimulating learning environment.
- Offer pupils first-hand experiences, inside and outside school, on and off site, to reinforce learning and underpin knowledge, skills and understanding of the world.
- Reinforce prior learning and increase in cognitive complexity as the pupils move through the school.
- Engage the pupils' interests by offering excellent opportunities to extend creative learning, challenge their imagination, value originality and to encourage and motivate them and want them to learn.
- Open their eyes to the awe and wonder of the fantastic world in which they live.

#### **Implementation**

- \* Use the National Curriculum 2014 and the EYFS to deliver the statutory requirement for curriculum programmes of study.
- \* Use long and medium-term planning to ensure structure and continuous learning so that pupils make good progress through the programmes of study and connect new knowledge with existing knowledge.

- Use short term planning to differentiate the work, show how resources are deployed efficiently and effectively to personalise learning for every child.
- Use half termly tracking data to ensure mastery of programmes of study and to monitor progress and attainment thus providing clear next steps for pupils.
- Use Diocesan support for the planning, teaching and assessment of RE in line with guidance for Aided Schools.
- Make cross-curricular links where appropriate, teaching thematically.
- Use time flexibly and creatively to suit our intentions and maximise learning. This includes traditional lessons, integrated days, and theme weeks.
- Involve parents, visitors, artists, crafts people, actors, dancers' and musicians.
- Use high quality resources including technology to underpin the curriculum.
- Use homework to link learning at school and home together.

### **Impact.**

Good pupil results which reflect what the pupils have learned and will prepare pupils for the next stage of their education . Pupils work and achievement will be celebrated and displayed to enable it to make a significant impact on the appearance and ethos of the school. Pupils will learn to be adaptable problem solvers working independently or as members of a team. They will be able to make reasoned judgements and choices, be enthusiastic and eager to do their best. They will take responsibility for their actions, care for and take pride in the world in which they live.

Questionnaires, pupil, and parent voice allow us to regularly review and assess the impact.

2018-2019 responses include

"Wonderful, nurturing environment where our children are treated as individuals."

"My child is stretched without pressure."

"Quick response to concerns raised and support provided when needed."

Signed: Chairman of Curriculum Committee

Signed: Headteacher

Date: November 2019

Review Date: Every 2 years

Signed T Nixon Chair of Governors

Signed: A Finney Headteacher

Date: November 2020

Review Date November 202

Policy Adopted 2020