

Wolverham Primary School

Connected Curriculum Policy



Quality of the Curriculum

1.1 Introduction

The Connected Curriculum is a thematic approach to teaching the curriculum and was implemented at Wolverham Primary and Nursery School in September 2010 and updated in 2014 with the implementation of the 2014 National Curriculum. Teaching staff have worked with a Humanities consultant to plan a one year programme which aims for most subjects to be taught through a thematic approach where appropriate. Numeracy, RE, Languages and citizenship will be mainly taught discretely; however links will still be made with these subjects wherever possible.

1.2 Aims and Objectives

- To implement a creative curriculum which promotes enjoyment and achievement for both pupils and staff
- Pupils to understand that skills and knowledge learnt are not isolated, but can be applied to other subjects.
- Raise standards in all subjects
- Enjoy the different opportunities offered to them through termly topics
- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- To prepare pupils for the opportunities, responsibilities and experiences of later life

Teaching and Learning

1.1 Planning the Curriculum

Planning at Wolverham Primary and Nursery School is in three phases: long term, medium and short term. Long term planning is in the format of a one year rolling programme. Each subject is planned under the umbrella of the termly topic title. Although the curriculum subjects will be taught through a theme, there will be planned specific outcomes at the end of the unit for each subject.

An immersion afternoon will be planned for the beginning of units with a learning task set for the children to complete at home. This learning task will serve to establish the children's existing knowledge and act as a basis for teacher's planning allowing children's interests and questions to be incorporated.

Medium and short term planning is in the same format as it was prior September 2014, and the same school agreed proformas are used. These are monitored by the subject leader for each curriculum subject.

The one year rolling programme ensures that the statutory requirements for each subject, outlined in the National Curriculum, have been covered throughout the key stage. Please see the individual curriculum policy statements for more detail.

1.2 Assessment and Recording

The assessment and recording for each subject will be outlined in the individual curriculum policy statements.

1.3 Special Educational Needs and Inclusion

Children with Special Educational Needs have equal access to all areas of the curriculum. At Wolverham Primary and Nursery School, we believe that all children matter and ensure that they are given every opportunity to achieve their best and to their full potential. We achieve this by planning an exciting curriculum that meets the needs of all children. Please see the individual curriculum policy statements for more detail and also the SEN and Teaching and Learning Policy.

1.4 Health and Safety

Resources and equipment are checked regularly and prior to use to ensure they are in good working condition. Any that are not will be discarded.

1.5 Resources

Resources for the individual subjects are kept in central stores around the school.

Achievement and Standards

1.1 Monitoring and Evaluation

The monitoring of the standards of children's work, and of the quality of teaching, in all the curriculum subjects is the responsibility of the different subject leaders and the leadership team.

The subject leaders have specially-allocated, regular management time in order to review evidence of the children's work and undertake lesson observations across the school. The subject leaders will use the monitoring cycle to ensure that the subjects are monitored and evaluated systematically. This also includes meeting with the allocated subject Governors and sharing information with the Governor Curriculum Committee.

1.2 Reporting to Parents

Children's progress in all subjects is shared during the 2 formal annual and 1 informal meeting and also in the end of year written report. Pupils with special educational needs have additional termly review of progress towards target meetings with the SENCO or class teacher.

Leadership and Management

1.1 Role of the Subject Leader

The role of the Subject Leaders is undertaken in line with school policy.

1.2 Role of the Governing Body

The subject leaders meets annually with the Governor linked to the different curriculum subjects and give an overview of what has been taught and also what plans are in place to develop the subjects. Examples of work, action plans and planning are shared to ensure the relevant governor has a clear overview of the subject within our school. A written report will be submitted to the Curriculum Committee.

1.3 Continuous Professional Development

Subject leaders attend twilights and feedback during Professional Development Meetings. New ideas and resources are shared with staff as are examples of good practice within the school. All staff are encouraged to attend continuous professional development courses throughout the year.

Policy updated: September 2014

Review date: Autumn 2016