

# SOUTHMEAD PRIMARY CURRICULUM POLICY



<b>POLICY FOR</b>	Curriculum
<b>AUTHOR</b>	SLT
<b>COMMITTEE RESPONSIBLE</b>	Children, Achievement and Community
<b>NEXT REVIEW DATE</b>	Autumn 2019
<b>REVIEWED BY</b>	Sarah Parry Autumn 2018
<b>COMMITTEE APPROVAL DATE</b>	
<b>GOVERNORS SIGNATURE</b>	
<b>HOW THE GB WILL MONITOR THE IMPLEMENTATION AND EVALUATE THE IMPACT OF THE POLICY</b>	

## Southmead Primary Curriculum Policy

The curriculum at Southmead is underpinned by a “picture based” topic web. This provides a visual foundation and focus for planning and coverage. The Long Term Maps allocate key subjects, through topic which relate to the pictures. Coverage, breadth and relevance to the children’s context is then audited by the Leadership Team.

### Curriculum Philosophy

Our school is multicultural, with high numbers of children who start in Early Years with little or no English. Our provision caters for the children’s needs in this respect and is ‘language rich’ with a focus upon communication generally. The school combines the relentless aim of enabling the children to acquire crucial basic skills, with a creative, highly engaging approach. Southmead also integrate a Learning Behaviours Curriculum (5Rs) as well as a Values Curriculum into the overall provision for the children.



### Curriculum Values

- Acquisition of basic skills.
- Development of language and communication.
- Development of spiritual, moral, social, cultural and health aspects.
- Opportunities for writing and reading development.
- Opportunities for mathematics, investigative skills and enquiry
- Development of ICT skills.
- Opportunities to develop the Arts, ie music, art, drama and dance.

All of the above values are against a backdrop of extremely high expectations and the belief that every child has enormous potential. We believe it is our duty as professionals to break down any barriers to learning.

The curriculum philosophy is also linked to the belief that children learn best when they are highly engaged through creativity and where possible learning is cross curricular. First hand experience is planned as often as possible, as a strategy to draw the children into the learning.



### Key Experiences

Each term the staff plan visits or experiences which may be unique to the children, given the context of the school.

Examples include theatre trips, international dance workshops, professional musician concerts, farm visits, “Living eggs”, museum visits, and art gallery visits. The experiences link to the picture curriculum and deepen the children’s understanding. They also impact on the children’s progress through carefully planned blocks of work.

### Visitors

The school recognises the value of visitors who often provide expertise or specific knowledge, linked to an area of learning. This also enables the staff to extend their own subject knowledge, in relation to a particular area of the curriculum. The visitors include professionals, enthusiasts, family members, local craftspeople, past pupils, local organisations, charity workers etc. They provide another dimension and supplement the teaching provided by the staff.

## Themed days/week

Certain subjects and themes are also explored through focus days or weeks eg Science week, International week, World Book Day, funding raising days. The school uses assemblies as a vehicle for examining themes and world events.



## Quality Marks

The pursuit of quality marks is also an important curriculum philosophy at Southmead. The process helps to audit areas of the curriculum and to improve provision with reference to challenging criteria.



## Key questions for planning teams

- Is it creative and inspirational? Does it engage the children? Does it provide first hand experience? Does it challenge the children?
- Does it have very high expectations of children's attainment and achievement?  
Is it context related? Does it cater for the children's needs within this community?
- Does it allow for flexibility to spend greater time on appropriate elements?
- It is cross-curricular?

- It is underpinned by reference to the National Curriculum Programmes of Study / Early Learning Goals?
- Does it use themes as vehicles, but with de-contextualised learning objectives and success criteria?
- Does it develop independence?
- Does it give opportunities for collaboration and communication?
- Does it plan for the development of thinking and learning skills?
- Does it plan in opportunities for reflection?
- Does it support the acquisition of both skills and knowledge?
- Does it allow flexibility in terms of organisation, eg. timings, approaches, groupings?
- Does it support a child's growth as a citizen?
- Does it support a child's spiritual, emotional, social and moral growth?



#### Long Term

Picture maps, linked to key subjects and topics

#### Medium Term

Termly overviews of key objectives and key subjects

#### Short Term

Weekly and daily plans

All plans are monitored by the Leadership Team

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#### To be read alongside

- Learning and Teaching Policy
- Assessment calendar
- Medium Term Planning pack
- Progression of skills planning

Leadership Team Autumn 2018