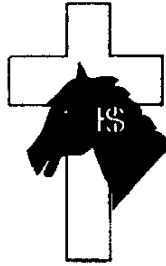


HORSINGTON CHURCH SCHOOL



CURRICULUM STATEMENT

RATIONALE

The Education Reform Act establishes in law that every child is entitled to a curriculum which is broadly based and which promotes the spiritual, cultural, mental and physical development of pupils in the school and prepares such pupils for the opportunities, responsibilities and experiences of adult life. If the Aims of the School are to be realised and the statutory obligations met, the curriculum must be effectively planned and managed.

AIMS

- To ensure coherent planning of all statutory subjects and Religious Education;
- To ensure curriculum balance and progression;

PRINCIPLES OF PLANNING

Our planning at all levels is informed by five principles:

PROGRESSION - Our fundamental task is to ensure that all children progress in their learning, and build on and integrate their knowledge so that they deepen their understanding and skills.

BREADTH AND BALANCE - All children have physical, emotional, intellectual, and spiritual needs. Our curriculum is organised in such a way as to promote all aspects of children's development, these are expanded in our Learner Profile.

COHERENCE - Planning allows the teacher to organise learning so that those aspects which relate meaningfully to each other may be taught in an integrated way, and those areas which require discrete attention may be taught separately. Coherence is also required within subjects so that we avoid a sense of fragmentation in the child's received curriculum.

RELEVANCE - We believe children learn most effectively when they understand the purposes and context of the tasks and challenges with which they are faced.

ACTIVITY AND EXPERIENCE - We recognise the value of investigation, observation, and discovery in the development of self reliant and confident learners.

CURRICULAR AIMS

The curricular aims of the school are put into operation using the policy statements and skills

based curriculum framework adopted by the teaching staff. A policy outlines the rationale, aims and objectives for the subject and takes into account issues of Special Needs, Assessment and Equal Opportunities. Reference to teaching and learning styles can be found in our Principles of Teaching for Effective Learning, these principles are implicit in all our subject policy statements. It is the first step in translating the school's aims into achievable ends.

THE CURRICULUM FRAMEWORK

Our curriculum is given cohesion through the Skills Based Curriculum. It reflects the school's curricular aims and ensures progression, balance and coverage. It specifies skills and broad content. There are links between some subject areas whilst some areas are taught discretely.

LEVELS OF PLANNING:

LONG TERM: The skills based curriculum forms the basis of long term planning of the school which will be reviewed regularly to reflect the changing needs in the school.

MEDIUM TERM: Each teacher plans delivery of the curriculum for one term as an overview. Long and medium term planning will be stored electronically.

SHORT TERM: The medium term plan is put into action using a plan for each week/day. The teacher is responsible for planning activities and lessons which effectively teach the concepts, skills and areas of knowledge at the level(s) appropriate for the children. Planning at this stage will detail differentiated activities and ensure appropriate pace for individual children. Balance over the week should be achieved and time for teacher and self assessment built in.

PLANNING FORMAT

- Standard planning sheets are used by staff for long and medium levels of planning.
- The long term and medium term plans (Programmes of Study) are stored on the N: drive.
- The short term plans are recorded in staff files/books or electronically.
- Each level of planning provides a context for monitoring the curriculum.
- Long term planning is set out in the curriculum coverage plan for KS1 and KS2.

TEACHING AND LEARNING:

Teachers will develop Programmes of Study using the Skills Based Curriculum which is derived from the National Curriculum 2000 & 2014 to determine what is to be taught. Collectively the staff define good practice using advice from Educational Consultants, past experience, and the rationale, aims and principles of each subject. This determines how subjects will be taught.

Teachers will, as appropriate, inform children of the learning objectives of a task or lesson.

Parents will be informed on a termly basis of the work their children will be engaged in through a topic information leaflet.

CONCLUSION:

This Curriculum Statement is written in accordance with the Aims of the School. It has been agreed by all staff and forms one part of the Operational Policies of the School.

July 1994

Revised: July 1995

Revised: Autumn 2000

Revised: Autumn 2001

Revised: Spring 2005

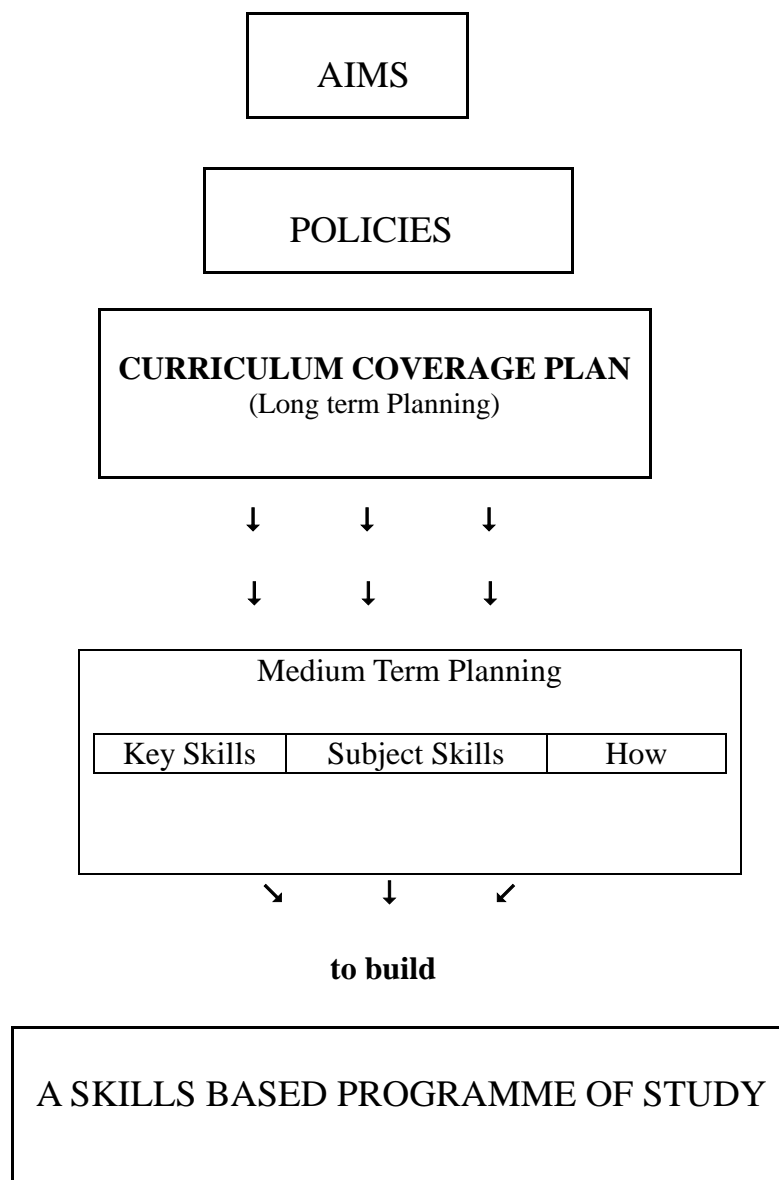
Reviewed: February 2009

Reviewed: May 2012

Reviewed: September 2012

Reviewed by teaching staff: March 2014

APPENDIX ONE: PLANNING FRAMEWORK



APPENDIX TWO: MEDIUM TERM PLAN TEMPLATE
Medium Term Plan

School Driver	Class Driver
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Key Skills	Subject Skills	How

APPENDIX THREE: CURRICULUM COVERAGE PLANS
to be found on school website