

Danbury Park Community Primary School



Curriculum Policy

Last revision dated:	Summer 2015
This revision completed during:	Summer 2018
Agreed by the governing body:	12/07/2018
Next revision due:	Summer 2021

Be wise, be happy, belong



Danbury Park Community Primary School Curriculum Policy

1. Rationale

- 1.1. At Danbury Park Community Primary School we believe that pupils should have access to a broad and balanced curriculum, which provides them with a rounded education covering knowledge, skills and understanding in a wide range of areas.
- 1.2. In producing this policy document, the need of all pupils, parents and the school have been considered. It has been written to inform all interested parties of the school's policy for the organisation and delivery of the curriculum. It also serves to underline our values, roles and responsibilities, and to assist us in decision making about curriculum matters.







2. Vision and Aims

2.1. Our agreed vision and aims are:

- Danbury Park Community Primary School aims to provide each pupil with the best possible education tailored to the individual needs of the child.
- The school aims to provide every child with the opportunity to gain recognised achievement through the full development of his/her potential. This success, however small and in whatever area, will then be celebrated.
- It is our aim to be an open, friendly and accessible school in which each individual has equal value and in which the highest standards in all areas are sought. Our central concern is always the individual child who will be taught independence, self-reliance, self-motivation and self-discipline via caring, sensitive but challenging teaching.
- We aim for our pupils to become confident, articulate and happy people who will see the school, and their place in it, as part of a wider community, in which they, as individuals and as a group, can accept responsibility. In turn it is then hoped the pupils can contribute to the community.

2.2. Our Courtesy Code has been agreed by both the children and adults at the school and we expect everyone to uphold it:

At our school everyone tries to:

-  Ask questions, solve problems and keep trying, not being afraid to fail;
-  Take pride in their work and the work of others;
-  Be polite and well mannered, respecting the views and feelings of others;
-  Look after our property and that of others, the school and its grounds;
-  Contribute to our community, playing an active and positive part in school life;
-  Do their best.



3. Principles

3.1. The principles that underpin the curriculum are stated below. They were developed from “Every Learner - A Framework for the Curriculum in Essex.”

- **Principle 1: Access and entitlement**

Every Learner is entitled to benefit from a curriculum and a range of learning experiences of the highest possible standard, which take account of unequal starting points and which are provided irrespective of gender, ethnic background, age or disability.

- **Principle 2: Curricular Management**

Learners benefit from a curriculum that is rigorously planned in the long, medium and short term, to ensure breadth, depth and relevance and to enable progression and continuity.

- **Principle 3: Quality learning**

Learners progress towards and realise their potential when they participate in a curriculum which is challenging, inspiring, supportive and meets the needs of all those who learn.

- **Principle 4: Quality Achievement**

Learners celebrate their achievements whilst looking ahead to achieve future goals. They use their new knowledge responsibly, adopting meaningful roles in the present while preparing for a meaningful and purposeful life in the future.

4. Entitlement

4.1. All children matter and are given every opportunity to achieve their best. We achieve this by planning activities, which will meet the needs of all genders, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, different ethnic groups and diverse linguistic backgrounds.

4.2. All activities are planned and differentiated in such a way as to encourage full and active participation by all pupils.

5. Curriculum Design and Structure

5.1. The curriculum at Danbury Park Community School is drawn from the National Curriculum and the Early Years Foundation Stage Framework.

5.2. Whilst we endeavour to teach through a themed, creative approach linking areas of learning, where this is not possible or links are tenuous, subject specific lessons take place.

5.3. Our curriculum is planned at three levels:

- Long term planning - a two year rolling programme of themed work for the classes in Early Years Foundation Stage & Key Stage 1 and a one year programme for classes in Key Stage 2;
- Medium term planning - demonstrating more detailed curriculum planning teaching sequences and when and how each subject area will be taught over a period of several weeks;



- Short term planning - planning on a weekly basis based upon the medium term plan, specifying learning objectives, differentiated activities and assessment opportunities. This is developed through to teachers' personal daily planning.

5.4. There is a school timetable for PE (including use of the hall) and the use of the ICT suite, and for Music and French, which are taught by specialist teachers to cover part of teachers' planning, preparation and assessment time.

6. Curriculum responsibility

6.1. The responsibilities for curriculum management and policy review are:

Overall Curriculum Management Overview of subject policies and schemes of work	Headteacher Subject Leaders
Long term planning	All teachers
Medium term planning	Class teachers
Short term planning	Class teachers
Extra-curricular activities	Headteacher

6.2. It is the responsibility of all staff to ensure that this policy is reflected in practice.

7. Curriculum monitoring

7.1. Each subject and aspect of the curriculum is monitored throughout the year by subject leaders working with the senior leadership team so that evidence can be evaluated to enable curriculum improvement to take place.

7.2. Where it is identified that standards within a subject need to be improved, the senior leadership team supports the subject leader in developing and implementing an action plan which forms part of the school's improvement plan.



Appendix 1

The School Day

Key Stage 2

09.00 – 9.10	Registration
09.10 - 10.20	Teaching time
09.10 – 09.30 (Tues) 10.10 – 10.30 (Mon)	Collective Worship
10.30 - 10.45	Break
10.45 - 12.20	Teaching time
12.20 - 13.20	Lunch break
13.20 – 15.25	Registration Teaching time
15.05 – 15.25 (Weds) 15.05 – 15.25 (Thurs) 15.05 (Fri) 14.50 (Fri Class assembly)	Class Thinking Time Collective Worship

Early Years Foundation Stage and Key Stage 1

09.00 – 9.10	Registration
09.10 - 10.20	Teaching time
10.10 – 10.30 (Mon & Tues)	Collective Worship
10.30 - 10.45	Break
10.45 - 12.00	Teaching time
12.00 – 13.00	Lunch break
13.00 - 15.25	Registration Teaching time
14.00 - 14.15	Afternoon break
15.05 – 15.25 (Weds) 15.05 – 15.25 (Thurs) 15.05 (Fri) 14.50 (Fri Class assembly)	Class Thinking Time Collective Worship



Appendix 2

Subject Leader Responsibilities

Subject	Teacher
KS2 Leader	Deborah Ireland
EYFS & KS1 Leader	Donna Johnston
English	Donna Johnston
Maths	Deborah Ireland
Computing	Joy Eveleigh/Lucinda Booth
Science	Nicola Marsland
PE	Louise Bridge
Geography	Jo McIntosh – KS1 Jane Parkington – KS2
History	Sarah Buer – KS1 Helen Waring – KS2
Art	Deborah Ireland – KS2 Megan Tomlin – KS1
Design and Technology	Deborah Ireland – KS2 Kate Crouch – KS1
Music	Sue Long
Languages	Carol Gooding
PSHE & C	Carol Gooding
RE & Collective Worship	Kim Chinery