



**‘Every Child, Every Chance, Every Day’**

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<b>Approved by</b>	Annette Hixon	Head of School	October 2017
<b>Ratified by</b>	Carolyn Fayle	Governor	October 2017
<b>NEXT REVIEW</b>			October 2018

At Shirley Junior school we believe that our curriculum should be broad, balanced, engaging and relevant to meet the needs of all children. The curriculum is comprised of The National Curriculum and embedded in the locality that surrounds them in Southampton. We ensure the children have a range of learning experiences that captivate, challenge and promote thinking and learning. The curriculum also includes children learning ‘soft skills’, which we believe are key values that children need to develop to be effective learners. This policy is to be read alongside the school’s Teaching and Learning, Assessment and SEND policy as it will provide the philosophical framework for them.

**Aims of the policy**

- To ensure the basic skills of Literacy, Numeracy, Science and Computing are taught and promote high standards in these areas.
- To ensure that learning opportunities are integrated
- To give children real life experiences
- To ensure our learners have the skills to be creative, future thinkers.
- To nurture every child to believe in themselves and give them opportunities to discover their endless potential.
- To develop key skills in all areas of the curriculum by ensuring continuity and progression

## **The National Curriculum**

At Shirley Junior school we adopt a thematic approach to learning and learn through topics, however discrete subjects are taught where relevant. The topics develop key skills in curriculum areas through a common theme. The topics are chosen in order to be engaging and relevant to the children and to help them retain information that they are learning.

Units of work are planned using an appropriate progression of skills which are based on The National Curriculum. The plans contain the details of the learning to be covered throughout the topic with more detailed planning completed for English and Maths. Subjects that do not link to the study unit theme are taught discretely. Medium term plans are completed for these subjects separately using an agreed format. The RE follows the Living Differences scheme of work (See RE policy).

## **Soft Skills**

Our curriculum also aims to promote Key Learning Values, which we introduce to children as characters called The Jetts. They are:

- ***Co-operation***
- ***Reflection***
- ***Citizenship***
- ***Independence and Aspiration***
- ***Problem Solving***

We believe that by focusing on these skills we will prepare all our children for the journey of lifelong learning.

## **Assessment, Recording & Reporting**

Continuous assessments are made during each unit of work. These assessments are recorded and then reported to parents in the Summer term of each academic year. Assessment evidence may be shown and gathered through photographs, videos and children's work. Each subject leader will be responsible for overseeing that assessment takes place in school and that it is done accurately and consistently.

## **Special Needs & Equal Opportunities**

All pupils will have equal opportunities to access the curriculum, regardless of their race, gender, cultural background, ability, or of any physical or sensory disability.

## **Health & Safety**

The general teaching requirement for Health & Safety applies to all subjects across the school. The details of the School Health and Safety Policy can be accessed via the Intranet or the School Office. Particular attention should be paid when taking children out of school or into the school grounds. Risk assessments should be written wherever necessary and reviewed (see Educational Visits Policy).

## **Resources**

Storage of resources will be in a designated and central area. Each year group has topic boxes which contain resources necessary for each unit taught. Staff are able to use equipment that is needed and are responsible for returning borrowed items. Each subject leader is responsible for conducting an audit of resources to ensure that resources are readily available in preparation for forthcoming topics.