



Wombwell Park Street Primary School

General Curriculum Policy Document

Aims and Objectives: The aim of all our curriculum policies is to ensure that all staff have an agreed and consistent approach to teaching and learning which is shared freely with parents to maximise pupil progress and raise standards and achievement in all areas.

Equal Opportunities and Access to the Curriculum: We strongly promote equal opportunities in all aspects of our work and everyone will be able to access the provision at our school. Teachers adapt their lessons to meet the needs and interests of the children and fully implement our Inclusion policy.

Inclusion: Mrs Clark, INCO and Deputy Head, rigorously monitors provision to ensure that our Inclusion Policy is implemented across all curriculum areas and all classes for all children. Children with special educational needs are supported by Individual Education Plans as appropriate and those who are deemed to be comparatively able receive extension and challenge at their own level.

Curriculum Organisation and Planning: At our school, the curriculum is taught in a thematic way to ensure that learning opportunities are set in a meaningful context. We group subjects into 6 areas of learning which are catered for by three curriculum teams:

Communication and Personal Development (Literacy, MFL and PSHCE)

Knowledge and Understanding of the World (Science, Geography, History, DT and RE)

Creativity (Numeracy, Art and Design, Drama, Music, Dance and PE)

ICT is fully integrated into the work of each curriculum team.

In the Autumn term, the governing body allocates a specific focus for each team to action as a key curriculum priority within the school development plan. This is then monitored, evaluated and

Assessment: Assessment for Learning is at the heart of our teaching and learning approach. Occasionally, children will undertake summative assessments in order that progress can be formally monitored. Formative assessments are made every day as part of effective teaching and learning and teachers use the outcomes of these assessments to inform and adapt their planning and provision. We use a wide range of assessments to ensure that children are making the best possible progress in all

Target Setting: Teachers set targets both for and with children as appropriate. Targets are seen as helpful next steps to move pupils' learning along. Children respond positively to praise when targets are achieved and there are a number of different ways in which these are celebrated in school. Targets

Recording and Reporting: Teachers have an assessment folder which is the central store for assessment information. We use Itrac to monitor pupils' progress. Parents are consulted termly via parents evenings and an annual report which clearly shows how well pupils are doing in relation to effort,

Safeguarding, Health and Safety

Teachers complete a risk assessment for any planned activities which present a potential hazard. Safeguarding children from harm is our main priority and the importance of teaching children safe practice as part of their daily lives features strongly in all aspects of the curriculum. Mrs Arrowsmith the Health and Safety Officer, Mrs Bentley and Mrs Clark are the designated teachers for child