



Cranborne Middle School

Curriculum Policy

The curriculum is the totality of pupils' learning experiences. At Cranborne Middle School we believe that our curriculum should be broad, balanced and relevant and meet the needs of all children whatever their ability. We use the National Curriculum as a starting point for a wide and varied learning experience for our children. We enrich it by our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. We are committed to developing the whole child. Our children will have the opportunity to be academically challenged, to be creative and to be physically active.

We are continually reviewing and improving the curriculum we offer to our children to ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning and match the needs of each group of children.

Aims

The aims of the curriculum are to:

- promote high standards in reading, writing and maths
- promote a positive attitude towards learning and a basis for lifelong learning
- provide equality of access and the opportunity for all pupils to make progress
- promote children's spiritual, moral, social and cultural development
- prepare all children for the opportunities, responsibilities and experiences of life
- enable children to be creative and develop their own thinking
- promote physical development and the awareness of a healthy lifestyle
- develop key skills in all areas of the curriculum by ensuring continuity and progression
- promote the involvement of parents, carers and families in their child's learning

The curriculum is planned effectively, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving.

Through the provision of rich and varied activities, we aim to:

- encourage the best possible progress and the highest attainment for all pupils
- enable pupils to make connections across different areas of learning
- help pupils to think creatively and solve problems
- develop pupils' capacity to learn and work independently and collaboratively
- enable pupils to respond positively to opportunities, challenge and responsibility
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

Organisation and Planning

In order to successfully integrate our new pupils into year 5, pupils are taught by their tutors or year leader for a range of subjects, where possible including maths and English. The remainder of the timetable is with different teachers to promote their sense of independence and growing maturity. By year 6, pupils are ready for a more secondary style of timetable and are grouped for maths and English. This structure continues into year 7 and 8, with an increase in homework across a range of subjects to reflect the expectations of pupils in secondary education. Pupils requiring additional support in maths and English also receive intervention for short, focused periods of time during the year.

Planning begins with an overview of every subject for each year group and identifies opportunities for cross-curricular links to be made. Subject leaders provide medium term plans which cover the objectives to be taught and assessed and some suggested teaching activities which have a high pedagogical value. Individual teachers then plan their own lessons, adapting the medium term planning as appropriate to their particular class.

Children with Special Needs, including Able, Gifted and Talented

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in our SEN policy. We always provide additional resources and support for children with special needs. If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If staff or parents or carers raise a concern about a child, his/her teacher will make an assessment under advice from the SENCo. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Support staff or specialist teachers may be used to assist the child. If a child is working at the extension level they will be given open-ended questions and tasks and encouraged to follow lines of thought independently.

Extra-Curricular Activities

We are committed to developing the whole child and therefore offer a wide range of extra opportunities that enrich the curriculum and encourage our pupils to be enthusiastic and responsible members of the school community.

- **Sporting activities:** A wide range of sports including football, netball, tennis, athletics, swimming and Boccia. We also offer Tae Kwon Do and gymnastics through private tuition.
- **Performing arts:** Arts Award Explorers, Bronze and Silver; music lessons and clubs, opportunities to perform in front of an audience.
- **Leadership skills:** school council, sports leaders, arts leaders, French leaders, maths ambassadors, playground leaders.

British Values

Our curriculum also aims to promote British Values

- respect for democracy and support for participation in the democratic process
- respect for the basis on which the law is made and applies in England
- support for equality of opportunity for all
- support and respect for the liberties of all within the law
- respect for and tolerance of different faiths and religious and other beliefs

Roles and Responsibilities

The Headteacher has the overall responsibility for the curriculum and delegates responsibility to key staff:

- the Assistant Headteacher co-ordinates the work of the subject leaders and ensures that the curriculum has progression and appropriate coverage;
- co-ordinators are responsible for the medium term plans and liaising with class teachers over the content and delivery of the units of work. They evaluate and monitor standards in their subject;
- class teachers ensure that the curriculum is taught and that the aims are achieved for their class. They plan collaboratively to ensure parity across the year group;
- the assessment manager ensures that the progress of each pupil is tracked and that there is appropriate challenge support and intervention;
- the Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the Headteacher's report.