



Fen Ditton C. P. School

POLICY ON CURRICULUM 2011

Issue	Date of Issue	Amended by	Notes
1	30/08/02	GB	
2	10/12/07	GB	
3	27/09/11	CC	

INTRODUCTION

Fen Ditton Primary School offers a broad and balanced curriculum within the requirements and advice of the Local Authority and the Department of Education. We aim to meet the needs of all children.

Fen Ditton Primary School aims to ensure the Every Child Matters agenda is realised.

Children learn best when they are happy and confident, are praised and supported, given opportunities to show initiative and develop creative thinking, are encouraged to be independent and are challenged by high expectations. The learning environment is an important element and should be stimulating and attractive, comfortable and welcoming, safe and imaginative.

We want all pupils to develop positive attitudes towards learning, to show interest in and participate fully in school life, to show initiative, be confident, work co-operatively and attain their true potential.

Teachers, together with parents and the wider community, play an important part in the development of the whole child. Enjoying school and doing well, being healthy and staying safe and making a positive contribution to school and the community are desirable outcomes for all children. The curriculum and all of the enrichment activities we offer at Fen Ditton Primary School reflect our commitment to a rounded and inclusive education for all our pupils.

Equality in the curriculum

This school provides an appropriate curriculum for pupils of all backgrounds. We will monitor and evaluate its effectiveness through target setting and attainment analysis.

All pupils participate in the mainstream curriculum of the school.

The curriculum builds on pupils' starting points and is differentiated appropriately to ensure the inclusion of:

Boys and girls
Pupils learning English as an additional language
Pupils from minority ethnic groups
High ability pupils
Pupils with special educational needs
Pupils with a disability
Pupils who are in public care
Pupils who are at risk of disaffection and exclusion

Each area of the curriculum is planned to incorporate the principles of equality and to promote positive attitudes to diversity. All subjects contribute to the spiritual, moral, social, and cultural development of all pupils.

The content of the curriculum reflects and values diversity. It encourages pupils to explore bias and to challenge prejudice and stereotypes.

We aim in all areas of the curriculum and in extra curricular aspects, to ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, disability, ability, sexual orientation, age, and social circumstances. We strive to include and engage all pupils and to prepare them for full participation in a diverse society. This school will take steps to:

- Promote equality of opportunity and access
- Promote racial equality and good race relations
- Oppose all forms of prejudice and discrimination
- Ensure pupils with a disability have access to the school buildings and to the curriculum

All groups of children are monitored carefully and work is set which takes into account their ability and personal needs. Sometimes it may be appropriate to withdraw children from the class activity for more focussed quiet work. This is carried out within the classroom situation or in small group or one to one situations with teaching assistants in line with our Safer Code of Conduct Guidelines. The more able pupils are recognised and their work is differentiated accordingly through the planning of work which is more open ended and challenging, offering the chance to extend particular abilities through the wide range of extra curricular activities on offer.

We encourage cross-curricular work and themed weeks focusing on extra-curricular topics, and on topical themes of interest to the children.

THE PURPOSE OF POLICY STATEMENTS

Curriculum policies complement the National Curriculum Documents and have been developed to:

- Ensure consistency of approach throughout the school
- Guide new, inexperienced or supply staff
- Inform parents
- Enable inspectors to evaluate school practice

- Enable the school to keep abreast of new initiatives and developments in each subject area

THE PROCESS OF DEVELOPING THE POLICIES

The Curriculum policies are created through whole staff discussion and drawn up by the relevant subject leaders. The draft policies are presented to the Curriculum Committee of the Governing Body for their consideration and approval. Information about the curriculum, including areas with right for withdrawal are laid out in the School Prospectus, which is updated annually.

CURRICULUM COMPLAINTS PROCEDURE

This procedure is required by law to be relevant specifically to the curriculum, its organisation, content and delivery. However, the policy procedures are relevant to other types of formal complaint.

STAGE A

An initial verbal discussion must be made with the class teacher and every effort must be made to sort out the complaint at this stage.

STAGE B

Failure to resolve the complaint at Stage A should result in discussion with the Headteacher alone or with class teacher in attendance.

STAGE C

Failure to resolve the complaint at Stage B should then be followed by a written complaint, submitted first to the Headteacher. If the complainant is dissatisfied with the Headteacher's response, they should contact the Chair of Governors via the Clerk of Governors, to the Governing Body. This may be followed up by a joint discussion, with the complainant, panel of Governors, Headteacher and teacher if necessary.

The Governing Body will then consider all the facts, come to a decision and inform all parties concerned of the outcome, in writing.

STAGE D

If after receipt of the Governing Body's decision, the complainant is still not satisfied then the Local Authority should be contacted in writing.