

CURRICULUM POLICY

Updated January 2025

Curriculum Principles

Breadth ensures that pupils are exposed to the elements of learning (knowledge, concepts, skills, and attitudes) and the areas of learning experience (aesthetic/creative, human and social, linguistic and literary, mathematical, moral, physical, scientific, spiritual and technological).

Balance ensures that each area of learning and experience is given appropriate attention in relation to the others and to the curriculum as a whole.

Relevance takes account of pupils' previous learning and their readiness for new experience.

Adaptive Teaching ensures that differences between pupils are accounted for, and enables teachers to vary their approach and classroom organisation to maximise the potential of all individuals.

Progression ensures that learning is continual and builds upon previous experience and achievement.

Curriculum Aims and Objectives

- To create a happy and stimulating school environment.
- To enable all children to learn and develop their skills to the best of their ability.
- To promote a positive attitude towards learning as well as tenacity and resilience.
- To teach children the basic skills of numeracy, literacy, and ICT.
- To enable children to be creative and curious as they develop their own thinking skills and ways of learning.
- To teach children about their developing world, including how their environment and society have changed over time.
- To help children understand Britain's cultural heritage and embed fundamental British values.
- To promote the enjoyment of physical activities.
- To enable children to be positive citizens in society.
- To enable children to have a flexibility of attitude and willingness to learn, sufficient to cope with future changes in society, technology and career patterns.
- To teach children to have an awareness of their own spiritual development and to understand right from wrong.
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all whilst developing personal values based on honesty and trust, tolerance, understanding, caring and respect for others, which allow the establishment of effective personal and social relationships.
- To help children learn that courtesy and concern for others are very important qualities.



SHREWSBURY
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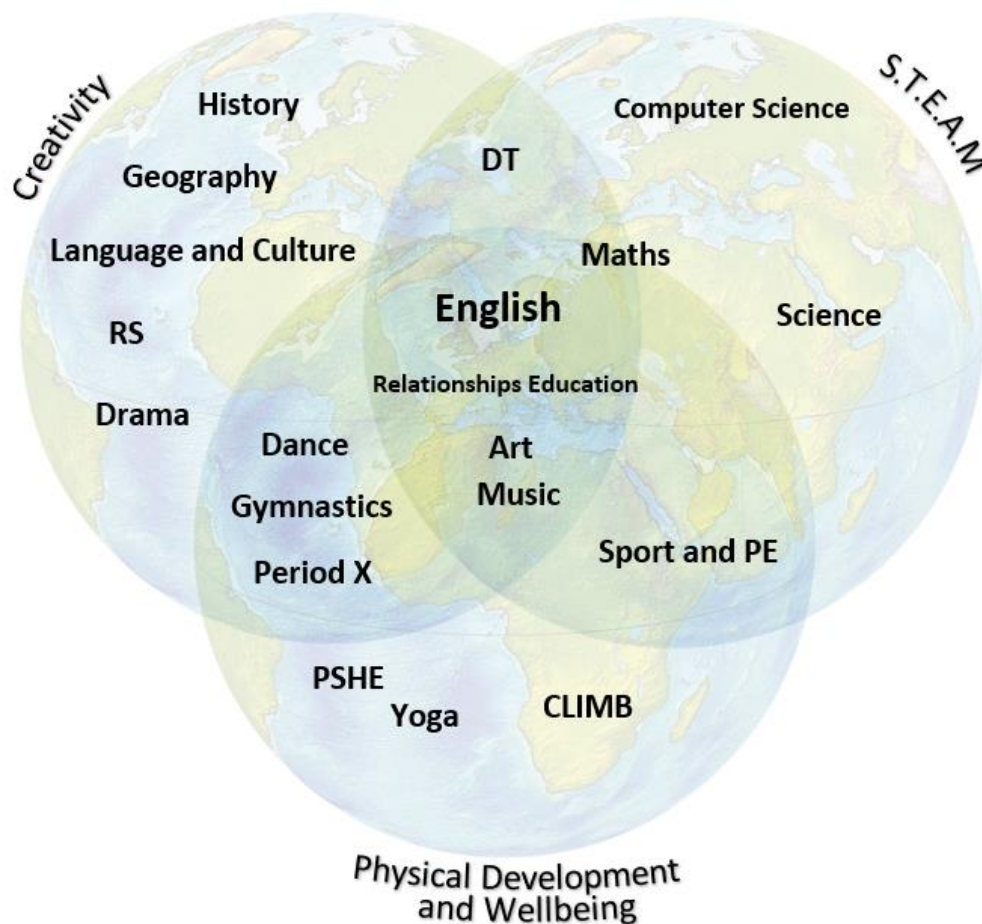
Curriculum Organisation and Overview

The Early Years Foundation Stage is covered within our Reception class.

Within Years 1-6, the 'curriculum' is all the lessons, subject teaching, and planned activities that we organise to promote learning and personal growth and development. It includes not only the requirements of the National Curriculum, but also the range of co-curricular activities that the school organises to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated or expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

The number of lessons taught by specialist teachers increases as pupils move through the school. Specialist teaching in Music, Languages and PE begins in Reception, and from Year 1, Computing, Art, and Design Technology is delivered by specialist teachers. From Year 5, Maths, Science and Drama are also taught by specialist teachers. Individual music lessons are taught by specialist peripatetic staff.

The design of our Real-World Ready curriculum can be broadly grouped under three umbrellas: Creative Curriculum, STEAM and Physical Development and Wellbeing. Nothing is taught in isolation. Much like a dot-to-dot puzzle, we draw connections between subjects, topics, and themes to ensure that our character dispositions of creativity, curiosity and courage are piqued.



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Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan which indicates what topics are to be taught each year and to which groups of children. We review our long-term plan on an annual basis.

The medium-term plans give clear guidance on the objectives and teaching strategies that are used when teaching each topic. Staff also complete a weekly plan which identifies where they are up to in relation to their medium term plans.

The role of the Junior School Deputy Head

In collaboration with the Subject Champions and the Heads of Faculty at the Senior School (through cross-phase work), the Junior School Deputy Head will:

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to the subject.
- Provide efficient resource management for the job.
- Monitor all schemes of work.
- Update related policies.
- Monitor the teaching and learning of their subject.



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