

Curriculum policy

Stradbroke CE Primary School



Approved by: [Governing Body]

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1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils.
- Enable all children to learn and develop their skills to the best of their ability.
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community.
- Promote a positive attitude towards learning so that children enjoy coming to school, acquire a solid basis for lifelong learning and aspire to do so.
- Create, maintain an exciting and stimulating learning environment where all pupils are encouraged to take challenge in their learning.
- Develop pupils resilience in a happy and safe learning environment. · To ensure that each child's education has continuity and progression.
- Enable children to contribute positively within a culturally diverse society.
- Enable all children to have respect for themselves and others and work cooperatively with others.
- Recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process;
- Deliver a curriculum that encourages respect for the environment and society.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#). It reflects the [National Curriculum programmes of study](#) which the school has chosen to follow, making some adjustments to reflect our individual context.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

It complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates in decision-making about the breadth and balance of the curriculum

3.2 Senior Leadership Team

The Executive Headteacher and Head of School are responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

The Head of School will ensure that:

- There is clear progression in each foundation subject's curriculum
- Monitoring of planning and teaching is regular and robust
- Work for the curriculum is completed (as far as possible) during staff meetings to reduce teacher workload
- Teaching and support staff are supported with developing their specific subject knowledge

Core Subject (English, Maths, Science) subject leaders will ensure that:

- There is clear progression in the subject's curriculum
- Teaching and support staff are supported with developing their specific subject knowledge
- Monitoring of planning and teaching is regular and robust

All staff will ensure that:

- They attend and contribute to staff meetings to develop the foundation subjects
- They produce student work and examples of planning to assist the subject leads/Head of School in monitoring each subject
- They complete planning which demonstrates they have given careful thought to the progression of knowledge in each subject

4. Organisation and planning

Our curriculum is organised to ensure that each child receives a broad and balanced education throughout their time with us. This is achieved by:

- Arranging Our curriculum thematically within each subject. We also have a whole school theme which runs throughout the school year.
- Reviewing our Long Term Plan annually to accommodate our mixed year group classes as the structure of each class changes depending on year group numbers each academic year.
- Ensuring that sufficient time is given to the teaching of each subject so that children build upon prior learning and make the most progress within the individual subject. Teaching staff ensure that subject-specific ways of learning and working are developed. (See individual subject policies for more detail).
- Specifically teaching sex and relationship education at a level appropriate for the age of the children being taught. Where possible it will be taught as part of cross-curricular activities and as part of an ongoing health education programme (see SRE policy for more detail).

- Developing children spiritually, morally, socially and culturally by:
 - giving children the opportunity to take part in daily Collective Worship
 - following the Values for Life programme for Collective Worship and PSHE lessons
 - teaching PSHE lessons which focus on current and relevant local and world issues
 - delivering whole school days to teach children about other cultures
 - promoting links with local Churches as part of our Christian ethos
 - recognising current events (e.g. Children in Need, Black History Month, Remembrance, Comic Relief) and encouraging children to fundraise to support others
 - teaching children about the beliefs of different religious and non-religious groups, encouraging children to reflect on their own beliefs and make comparisons
 - encouraging all children to follow our school rules and behave in a respectful and courteous way to all members of our school and wider community
- Teaching children about British Values through PSHE lessons, whole school days and ongoing lessons.
- Having clear expectations for planning:
 - Our whole school Long Term Plan is developed as a teaching staff. We critically review which of the areas have been covered in the previous year and those which need to be covered in the following academic year.
 - Each class teacher writes a class-specific Long Term Plan to show their coverage throughout the academic year. These are uploaded to the school website.
 - A Medium Term Planning pro forma is available for teaching staff to use. It focuses on Intent, Implementation and Impact. Staff are expected to complete these for Science and History. They may choose to use it for other subjects as helpful.
 - There are Short Term Planning templates which teaching staff can elect to use. However, these are not mandatory and any planning that is completed is for use by the teacher and for the benefit of the children.
- Providing a range of resources to support curriculum delivery including:
 - School set of atlases
 - Bibles for each class
 - Range of Computing programmes (Sketchup, Scratch, Clicker)
 - Musical instruments (percussion, ukuleles)
 - A range of PE equipment to cover each of the sports taught
 - A range of cookery equipment (party pans, grill/hob unit, tins, knives etc)
 - History boxes containing books, artefacts and photographs linked to a range of history topics
 - Science boxes containing specific scientific equipment (e.g. force meters, thermometers, electrical equipment)
 - Resources (including books and artefacts) linked to each of the World religions
 - Promoting a range of subject specific websites to staff
 - Each member of teaching staff having access to Twinkl
 - Having access to Classroom Secrets
 - Having access to National Online Safety to support teaching of Online Safety
 - Having access to Times Table Rockstars
 - See our EYFS policy for information on how our early years curriculum is delivered.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Completing Learning Walks
- Completing Pupil Perception meetings
- Liaising with SLT and curriculum leaders
- Reviewing and approving policies
- Reviewing and approving the SIP
- Reviewing and approving spending of Pupil Premium and Sports Premium funding

SLT and subject leaders monitor the way their subject is taught throughout the school by:

- Learning walks
- Lesson observations
- Book and planning scrutinies
- Moderation within school and between schools within the MAT

SLT also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed biannually by the Head of School and the Standards Committee. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Subject policies and curriculum statements
- Sex and Relationship Education policy