

# Curriculum Policy

## Stanground St John's Primary School

March 2018



Approved by:

Date:

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Next review due by:

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This Curriculum policy has been written in accordance with The National Curriculum Programmes of Study, the school's Christian Church School ethos, our school motto 'Aspire, Empower, Excel' and guidance from The Key for School Leaders.

### 1. Aims

Our curriculum aims to:

- Provide a broad, balanced and engaging education for all pupils of all abilities;
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to select and apply these in relevant situations;
- Develop pupils spiritually, morally and culturally, in accordance with the school's Christian ethos;
- Support pupils' physical development and responsibility for their own health, and enable them to be active;
- Promote a positive attitude towards learning as well as a keen interest in 'learning to learn';
- Ensure access to learning for all pupils, with high expectations for each pupil and appropriate levels of challenge and support;
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.

### 2. Legislation and guidance

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

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](#).

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 teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for pupils to cover the foundation subjects;
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (as outlined in the school's SEND policy);
- The school implements the relevant statutory assessment arrangements (as per the school's assessment policy);
- It participates actively in decision-making about the breadth and balance of the curriculum.

#### **3.2 Headteacher**

The headteacher is 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 of the curriculum meet all legal requirements;
- The governing board is fully 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 SEND.

#### **3.3 Other adults**

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

##### **Curriculum leader**

- Lead the monitoring of the school's curriculum;
- Provide guidance for subject leaders in both core and foundation subjects;
- Reflect upon the curriculum with staff and pupils;
- Provide/signpost the necessary CPD specific to the curriculum.

### **Subject leaders**

- Write, implement and continually reflect upon an action plan informed by the school's priorities for development;
- Monitor the impact of their actions within their subject area; □ Implement policies for individual subjects, as appropriate. **Phase leaders**
- Have an oversight of the delivery of the curriculum within their phase, ensuring this is thorough and fulfils the requirements of the curriculum policy. **Teachers**
- Plan for a broad and balanced curriculum, with a cross-curricular approach, which fulfils the requirements of the National Curriculum programmes of study;
- Ensure topics are engaging and interesting for the children;
- Pitch objectives appropriately for the needs of the children through appropriate differentiation so that all children of all abilities are challenged appropriately (see learning and teaching policy and SEND policy), also ensuring that children achieve the school's agreed 'certainties' for each year group;
- Set half-termly home learning projects linked to the topic of learning (see home learning policy).

### **Teaching Assistants**

- Contribute to the delivery of an engaging curriculum, as directed by the class teacher(s);
- Enhance the learning of children of all abilities so that they are able to access the curriculum at a level which is appropriately challenging for them (see learning and teaching policy and SEND policy).

### **Parents**

- Support the children with home learning as outlined in the home learning policy, particularly for the topic-based half-termly projects.

## **4. Organisation and planning**

### **Curriculum maps/breakdowns, including EYFS**

To enable a more creative curriculum and sharing of good practice, year groups are paired up for their longterm overview, which is based upon a bi-yearly cycle represented in the Curriculum Maps which have been produced in conjunction with the National Curriculum Programmes of Study, by the teachers at Stanground St John's (see appendix 1). Paired year groups are as follows: EYFS & Year 1, Year 2 & Year 3, Year 4 & Year 5, Year 6. The objectives and cross-curricular opportunities within these maps are expanded further across each half term within the Curriculum Breakdown for each year group (see appendix 2)

### **Medium-term planning**

In preparation for each term, class teachers prepare class curriculum newsletters outlining objectives for the next topic, which are sent home to parents to allow them the opportunity to explore the next term's learning theme during the preceding school holiday.

The weekly learning sequence is planned for across each half term in the medium term plan, which is completed with partner year groups and then personalised for each class by their teacher (see appendix 3).

Home learning projects are also devised half termly, to complement and enhance the topic of study (see Home Learning Policy).

### **Short-term Planning**

In the short term, teachers plan foundation subjects in a way which suits their needs. This expands upon the long and medium-term curriculum planning and includes: progression in knowledge, skills and understanding; differentiation through depth of learning; guidance for teaching assistants; guided groups and their foci; highlighted adaptations for children with SEND. See the learning and teaching policy for further detail.

Agreed planning formats are used for both English and Maths. – see subject policies for specific guidance, along with appendix 4 for blank proformas.

### **Weekly timetable**

See appendix 5 for a sample weekly timetables adopted for EYFS/Key Stage 1 and Key Stage 2.

### **Building Learning Power (BLP)**

BLP is designed to help children learn how to learn. It involves building and developing particular habits of mind to enable children to face difficulties calmly, confidently and creatively, and so be better prepared as lifelong learners. We follow the four key learning characteristics of Resilience, Reflectiveness, Resourcefulness, Relationships, and practice these in our learning every day.

### **Science**

Science is taught using a 'Big Question' which is investigated through enquiry-based learning, using hands-on practical and real-life experiences. Children develop their scientific enquiry and scientific knowledge, in line with the National Curriculum, through carefully planned lessons. Evidence of investigations is shown through topic books learning walls and class 'Big Books'. Science forms the basis of some of the topic themes, and is delivered using a cross-curricular approach where appropriate, particularly in English. Weekly lessons coupled with science-based topics ensure full coverage over the bi-yearly cycle of learning.

Staff use PiXL resources to ensure that lessons are differentiated, follow the assessment cycle and that key vocabulary is taught.

### **Computing**

We use Purple Mash to deliver our computing curriculum. This is a whole school program which fully meets the objectives of the National Curriculum and allows for clear progression on computing skills. Pupil progress towards these objectives are recorded by teachers using the assessment tools within Purple Mash. Staff follow the planning guidance and assessment tracker provided by Purple Mash.

### **RE**

We follow the Peterborough syllabus and adapt this to meet the Understanding Christianity units from DEMAT, which is taught weekly and recorded in an exercise book dedicated to RE. A 'cold' and 'hot' question is used to form the assessment cycle for the unit.

### **British Values**

British Values are promoted and encouraged through each subject, where appropriate, and are the focus of in-depth discussion during some of the weekly philosophy assemblies. This is also embedded further through the Smart School Council model which is in place across the school. This approach also develops lifelong skills of leadership and responsibility.

## **Be the Best you can Be**

This is a sequence of learning developed by 21<sup>st</sup> Century Legacy, following the 2012 Olympic Games. It reinforces the skills focused upon within BLP and develops this further to raise aspirations and embrace diversity and challenge prejudice (see behavior policy).

### **PE**

PE is planned and delivered by class teachers for 60 minutes per week. Additional lessons are planned and delivered by Premier Sport. Val Sabin lesson plans are used to inform class teachers' planning, with progression and differentiation evident, and these follow the coverage document in place across the school. Planning integrates initiatives used in the school such as MOT (move off and think) and SVPA (sustained vigorous physical activity).

The PE curriculum is broken down and assessed in each of the following areas: physical, cognitive, health, social. These are assessed termly against the curriculum areas shown in the PE maps (see PE policy).

Resources for PE are stored centrally (in the hall or outdoor shed) and are looked after well by all staff and children.

### **THE ARTS Music**

We follow the Charanga scheme of work for music teaching, delivered by class teachers across the school. Each session is 20 minutes weekly for Key Stage 1, with Key Stage 2 holding 45 minute weekly lessons or a half-termly music day. These sessions cover all of the interrelated dimensions of music; composing, performing, improvising and musical theory knowledge.

Every child receives classical instrument lessons during Year 4 from an outside agency professional.

Weekly singing assemblies take place and the Key Stage 2 choir also provides additional performance opportunities in the local community.

### **Art, and Design and Technology**

These subjects are taught through the cross-curricular theme for each year group. Objectives fulfil the requirements of the National Curriculum program of study and are developed across units of learning in which children develop their understanding of art, artists and skills to produce their own artwork.

### **Drama**

All children perform to the school and parents once a year as part of a school production. In EYFS and Key Stage 1, pupils take part in a Nativity performance. Years 3-5 engage in a pantomime performance, while Year 6 perform a musical in the summer term based on their time at Primary School.

Additional to this, drama activities are used to promote understanding and speaking and listening skills within lessons across the curriculum through methods such as role play, debate and hot-seating.

Throughout the year, individual classes lead a collective worship with a focus of the performance upon the Church year.

**Please see subject-specific policies for English and Mathematics.**

## **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 coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits;
- Pupil / staff interviews;
- Shared learning walks / book scrutinies with leaders

Subject leaders and the curriculum leader monitor the way their subject is taught throughout the school by:

- Learning walks and lesson observations;
- Pupil interviews;
- Book scrutinies;
- Planning scrutinies;
- Assessment data analysis.

Subject leaders also have responsibility for monitoring the way in which curriculum resources for their subject are stored and managed.

## 7. Links with other policies

This policy links to the following policies and procedures:

- Learning and teaching policy;  EYFS policy?
- Assessment policy;
- Feedback and marking policy;
- English policy;
- Mathematics policy;
- SEND policy;
- Safeguarding policy;
- E-safety policy;

- Presentation policy;
- Positive behaviour policy;
- Anti-bullying policy;
- Sex and Relationships Education policy; □ Home learning policy.

## **8. Policy Review**

This policy will be reviewed annually to ensure it is up to date with relevant Government initiatives and the curriculum delivered within the school. At every review, the policy will be shared with the full governing board.

## **Appendix**

1. Curriculum maps.
2. Curriculum breakdowns.
3. Sample medium-term plan.
4. Planning format for English and Maths.
5. Example weekly timetables.