



# Curriculum Policy

**'Love bears all things, believes all things, hopes all things, endures all things.'**

**1 Corinthians 13:7**

**Approved: September 2021**

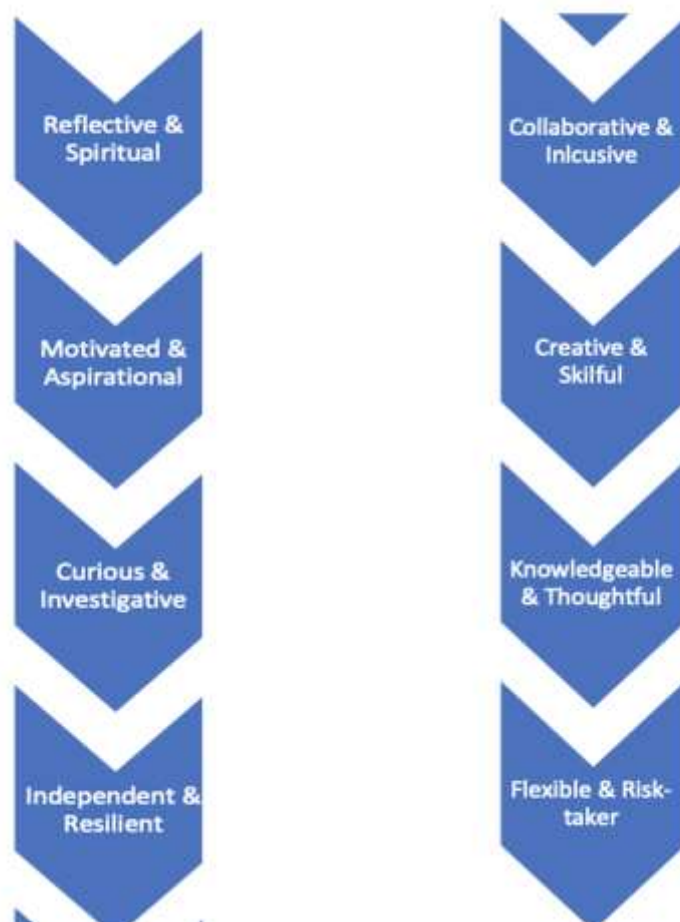
**Review Date: September 2023**

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## Curriculum aims

Our curriculum has 8 clear aims and these form our vision for the impact we wish to have on our children and their future. As a result of our well-designed, broad curriculum and our high-quality teaching and learning, children will have the following qualities:



This over-arching vision can be broken down into the following aims:

- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1 and have fostered a love of learning
- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning

- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

## Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

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](#).

## Roles and responsibilities

### 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
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- 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 actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### 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

- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- 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 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 SEN

### **Other staff**

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

Specific curriculum responsibilities at All Saints are:

C Ashton – Curriculum, SEND, Art, Music, PE, SRE, RE, DT, Computing

S Shaw – Maths (STEM link)

S Roberts – English, Curriculum

K Cheers – Science (STEM link)

The above list reflects individual roles, however the overall curriculum is a shared responsibility at our school, as effectiveness and impact is constantly reviewed.

### **Organisation and planning**

The curriculum is taught by integrating subjects, where possible, through cross-curricular projects. This approach links vocabulary, skills and knowledge in relevant subjects so that children can enjoy rich learning experiences in a purposeful way.

Subjects in the curriculum are integrated to use time efficiently as possible through projects. This is carefully planned to include the vocabulary, skills and knowledge which children must acquire to make progress in core and foundation subjects. We do, however, appreciate that not all learning can be linked in this way and it is recognised that separate arrangements must be made for subjects or aspects of subjects which are not relevant to the projects.

Projects are chosen for each class based on the National Curriculum. Annual curriculum maps and project webs describe the coverage for each class. Careful consideration is given to our local context and the life experiences of our pupils; learning is rooted in meaningful experiences which engage our children and gives their learning in all areas of the curriculum a real context. For example, when learning about life in the Victorian times, our children begin with our village of Ranton, identifying changes over time and then gradually broadening their view. We believe that this tailored approach gives our curriculum the depth required for our pupils to flourish and fulfil their unique potential.

Teachers prepare planning (using flipcharts) that is based on the curriculum entitlement for each subject. Key concepts, vocabulary and prior learning are identified on these plans. Progression is made clear through the use of learning objectives. Details of each specific curriculum area (including individual policies) can be found on the curriculum page of our website. Other statutory elements including, Relationships and health educations, SMSC and British Values are taught discretely and policies for these areas are also available.

Teachers upload their flipcharts to the staff share drive termly so that they can be further improved and leaders are able to evaluate their subjects.

See our EYFS policy for information on how our early years curriculum is delivered.

## **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.

## **Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits
- Pupil voice
- Meetings with school council

- Scrutiny of outcomes

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

- Planning scrutinies
- Learning walks
- Work scrutinies
- Pupil voice
- Data evaluation

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

This policy will be reviewed every 2 years by the headteacher. At every review, the policy will be shared with the full governing board.

#### **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