

# Curriculum policy

## Bradley Primary School



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# Our Curriculum Intent Statement

**Our Curricular Intentions:** At Bradley Primary School it is essential that we provide a memorable, rich and ambitious curriculum, that allows children to first thrive, and then succeed. The surrounding locality brings both richness and challenge. We also recognise the need to create a sense of aspiration that will open the eyes of our pupils to the diverse and exciting opportunities that lie ahead of them. If the children are to truly fulfil their potential the school must ensure that pupils have a rich vocabulary which contributes to their ability to communicate effectively. We believe that an exciting childhood should be essential for children and therefore we seek to create a programme of enrichment that has the capacity to transport our learners so that they are able to view their world with a sense of excitement, awe and wonder.

**Our Implementation Strategies:** In order to fulfil the above intentions our curriculum will be supported by a strong network of subject leaders. We will ensure that teachers have a subject knowledge that allows all subjects to be taught with passion and rigour. Additionally, our assessment structures will allow teachers to plan for continuity and progression.

**The Impact of our Curriculum:** In addition to the children making accelerated progress from their starting points, our pupils will '*Learn To Succeed*'. As a result of our implementation strategies our learners will be:

- **Communicators** because they express themselves with confidence.
- **Independent** because they successfully self-manage their learning.
- **Resourceful** because they find quick and clever ways to overcome difficulties.
- **Inquisitive** because they demonstrate a genuine curiosity and interest in things.
- **Creative** because they imaginatively use prior learning to produce something new and of value.
- **Perseverant** because they show spirit and pride in successfully completing tasks.
- **Resilient** because they can face disappointment, learn from failure, cope with loss, and adapt to change.

## 1. Curriculum aims

Our curriculum is designed to achieve the following aims.

For all our children to:

- Be Resilient - keep on trying and be willing to 'have a go'
- Be Ambitious - have our own ideas, want to find out and explore
- Be Personally Responsible - be involved and concentrate
- Be Respectful - have high self-esteem and confidence
- Form Friendships - develop social skills, independence, collaboration skills and empathy for others
- Be Honest - enjoy challenges and achieving what we set out to do

Our curriculum aims/intends to:

- 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/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage One

## 2. 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](#).

## 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

- 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

### **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
- 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

### **3.3 The Curriculum Leader**

The Curriculum Leader maintains an overview of the curriculum provided by the school and works in partnership with the Headteacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.

### **3.4 The subject leader**

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within books. The subject leader records how they spend their release time so that it can be monitored and a record is easily accessible to anyone of how their release time is being spent. These will then feed into yearly action plans.

### 3.5 Other staff

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

## 4. Organisation and planning

Our yearly curriculum map indicates which subjects are taught to which groups of children in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Medium term plans are written to ensure coverage of the foundation subjects. They include learning intentions and activities with differentiation identified.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each session and to identify what resources and activities staff will use in the lesson.

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

### **Spiritual, Moral, Social and Cultural**

There are numerous opportunities for supporting the pupils' SMSC development through all areas of the curriculum.

Moral development is promoted through class Circle Times, discussions about class and school rules, and assembly themes such as "Friendship" and "Honesty". There are also elements considered within PSHE themes, e.g. 'Tolerance'.

Social development is promoted through a wide range of collaborative learning experiences and opportunities for play, PSHE, Pupil Voice Groups and community events.

## 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:

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

- Learning walks
- Pupil voice

- Book looks
- Lesson observations conducted by SLT

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

This policy will be reviewed every 12 months by The Head Teacher and Curriculum Leader. 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
- Subject policies