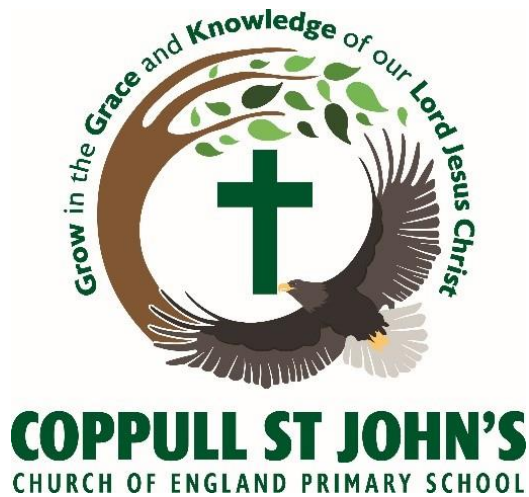


Curriculum policy

Coppull St. John's CE Primary School



'Grow in the Grace and Knowledge of our Lord Jesus Christ'

2 Peter 3 v18

We are a welcoming church school where everyone is valued and encouraged to flourish academically, emotionally and spiritually.

We promote a love of learning where individual talents are nurtured; hopes and aspirations can be achieved.

Where excitement is evident and enrichment opportunities shape our grace and knowledge.

Jesus motivates, inspires and teaches us about living life in all its fullness.

Approved by: Governors

Date: February 2023

Last reviewed: Feb 2023

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1. Curriculum aims

Our curriculum aims/intends to:

- › Provide a broad and balanced education for all pupils that is 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

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 and disabilities (SEND)
- › 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 SEND

3.3 Other staff

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

The curriculum lead is responsible for:

- › Maintaining the overview of the whole curriculum and coordinating how each subject is planned, implemented and monitored
- › Working with subject leaders to develop their confidence, competence and expertise in leading their subjects
- › Ensuring that each subject in the school's curriculum is suitably ambitious for every pupil, including those with SEND

- › Coordinating professional development opportunities including individual CPD, staff meeting and INSET training sessions relating to the curriculum
- › Developing and reviewing the assessment procedures embedded into the curriculum to ensure the pupils are learning the intended content and that teachers know the next steps in terms of teaching content so that pupils build on secure prior learning
- › Monitoring standards, progress and attainment of pupils overall through systematic monitoring

Subject leaders are responsible for:

- › Constructing and reviewing a scheme of work that sets out the school's intended progression of content for that subject
- › Ensuring that the essential core knowledge is planned and sequenced so that pupils know more and remember more in the subject
- › Developing their expertise in the subject through appropriate CPD and training
- › Keeping up to date on latest research on effective practice in the subject
- › Working with class teachers to advise on the development of effective pedagogical techniques that are specific to the subject
- › Coaching and mentoring new staff in the delivery of the subject
- › Maintaining, organising and replenishing the school's resources for the subject so that effective use is made of the school budget and public money is well spent
- › Monitoring the impact of the subject and evaluating how well pupils are learning the intended curriculum on a termly basis
- › Acting as a champion for the subject; promoting and fostering positive attitudes and culture amongst staff and pupils towards the subject

4. Organisation and planning

4.1 Curriculum approach

Early Years Foundation Stage

To ensure that every child at Coppull St. John's makes the best possible start in life, the Early Years Foundation Stage curriculum aims to provide a secure foundation in the broad range of knowledge and skills that lead to good future progress through school and life. The school follows the Early Years Framework (2021) and the areas of learning and development are set out in the table below.

| | |
|-----------------------|--|
| Prime areas | Communication and Language |
| | Physical Development |
| | Personal, Social and Emotional Development |
| Specific areas | Literacy |
| | Mathematics |
| | Understanding the World |
| | Expressive Arts and Design |

Key Stages 1 and 2

On completion of the Early Years Foundation Stage, pupils begin learning the National Curriculum in Year 1. The Key Stage 1 and 2 curriculum at Coppull St. John's is based on the National Curriculum Programmes of Study (2014). Pupils learn each subject in a coherently sequenced order with sufficient rigour to ensure good progression both in substantive knowledge and disciplinary knowledge related to each subject being studied, building on the firm foundations of the Early Years. The table below sets out the coverage of each subject in Key Stages 1 and 2.

| | Key Stage 1 | Key Stage 2 |
|---|-------------|-------------|
| Age | 5-7 | 7-11 |
| Year Groups | 1-2 | 3-6 |
| Core Subjects | | |
| English | ✓ | ✓ |
| Mathematics | ✓ | ✓ |
| Science | ✓ | ✓ |
| Foundation Subjects | | |
| Art and Design | ✓ | ✓ |
| Computing | ✓ | ✓ |
| Design and Technology | ✓ | ✓ |
| Foreign Language (French) | | ✓ |
| Geography | ✓ | ✓ |
| History | ✓ | ✓ |
| Music | ✓ | ✓ |
| Physical Education | ✓ | ✓ |
| Religious Education | ✓ | ✓ |
| Personal, Social, Health and Economic Education | ✓ | ✓ |
| Relationships and Sex Education | ✓ | ✓ |

4.2 Local Context

- › The curriculum has been adapted by each subject leader to reflect the school's local context. Our school's **religious character and identified values** underpin our approach to teaching and learning in a loving, Christian environment, living out the grace of Jesus in everything we do. We also place emphasis on teaching **equality and diversity** through the curriculum, reflecting our pupils' demographic characteristics of majority White British heritage, in order that our pupils are well-prepared for life in modern Britain. Topics studied and authors of texts have been carefully chosen by subject leaders to ensure pupils encounter through their studies a broad and diverse range of people, cultures and traditions.

4.3 Subject design, delivery and sequencing

- › Each subject is planned and designed through the construction of a scheme of work. These documents set out the essential substantive and disciplinary knowledge that we intend our pupils to learn, ensuring that learning is building towards clearly defined end points.
- › The integrity of each subject as an academic discipline is carefully protected to ensure that pupils progress through each individual subject and that subjects are not diluted or used as a vehicle for learning in other areas. Pupils learn what it means to be a geographer, historian, artist or a scientist, for example.
- › Subject leaders have organised the curriculum into units of work that are carefully ordered to ensure good progression and sequencing of knowledge.
- › Subject leaders have identified the essential knowledge to be taught in each year group, and in each termly unit of work.
- › Curriculum content has been sequenced carefully so that the acquisition of knowledge and skills builds cumulatively as pupils progress through the school.
- › As the school operates mixed-age year groups, each subject scheme of work has been designed on a two-year rolling programme so that content is covered systematically and learning is not repeated or missed.
- › Some subjects alternate on a half-termly basis; these include history and geography; art and design and design and technology.
- › Class teachers timetable subjects so that each subject receives sufficient teaching time over the course of each week and term and that pupils receive a broad and balanced educational provision.
- › Class teachers base their planning on robust checking of prior learning at the start of a new unit so that new content is introduced at appropriate points and that pupils build on what they already know. If gaps in learning or common misconceptions are identified, teachers focus on addressing these gaps first, before introducing new content. Teachers have the freedom to use their professional judgement and adapt the delivery of the curriculum where they deem it appropriate.
- › In lessons, teachers introduce new content clearly, promoting appropriate discussion and employing strategies to ensure knowledge is integrated into pupils' long-term memory.
- › Teachers are mindful of the demands on pupils' working memory and take care to ensure that pupils are not overloaded with too much new content at once.
- › Teachers select learning materials and set clear activities that promote understanding and give pupils sufficient opportunity to practise and consolidate without using overly-elaborate approaches.
- › Curriculum leaders are mindful of workload pressures on staff and ensure that staff follow the school's planning schemes and use established resources provided to them.

› Assessment is used efficiently, is integrated into the curriculum, and is focussed on prior and current knowledge of pupils. Leaders are aware of the limitations of assessment and do not use it in a way that makes high demands on teachers' time and workload

› See *Assessment Policy*

4.4 Early Reading

› At Coppull St. John's, we are determined that every child will learn to read.

› Learning to read begins the moment pupils start school. We follow the **Supersonic Phonic Friends** scheme, which provides a systematic, synthetic approach to learning the letters, sounds and blends essential to becoming a fluent reader.

› Staff deliver the scheme with fidelity, to ensure consistency of approach and high-quality teaching and learning.

› Staff are fully trained to deliver the scheme effectively.

› Phonics takes place daily with pupils progressing rapidly through the sequence of sounds and blends.

› Pupils are provided with decodable reading books matched to their current stage of phonics learning to provide opportunity to practise and build fluency.

› Once fluent, pupils progress onto the school's reading curriculum where the focus switches to immersion in high-quality texts, vocabulary acquisition and a deep appreciation of literature.

› Pupils who fall behind in learning early reading are systematically identified and the reasons investigated. Support is provided to help them catch up through daily 1 to 1 reading, re-learning of phonics and engagement with parents to implement strategies at home.

› Early Reading is monitored termly by the Reading Subject Leader.

› See *Reading Policy*

4.5 Relationships and Sex Education

› At Coppull St John's, we have developed a clear policy and scheme of work that delivers the statutory requirements (2020) for age-appropriate Relationships and Sex Education (RSE). This ensures that pupils are introduced to the essential knowledge that will ensure they are happy, healthy and safe as they grow older and encounter new phases and relationships in their lives.

› Parents are kept informed in a timely manner about the RSE curriculum through termly newsletters and are formally given the opportunity to withdraw their child/ren from specific elements of Sex Education in advance of the sessions being taught.

› See *PSHE Policy and RSE Policy*.

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:

- Termly reports provided by the headteacher and subject leaders
- Scrutiny of policies relating to the curriculum
- Regular visits to school to undertake joint monitoring activities with subject leaders, at least annually.

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

- Visiting lessons
- Discussions with staff
- Discussions with pupils
- Scrutiny of pupils' work in books, folders and online systems e.g. 'SeeSaw'

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

This policy will be reviewed annually by the 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
- Marking and Feedback Policy
- Reading Policy
- PSHE Policy
- RSE Policy
- Subject Policies
- British Values Statement
- Spiritual, Moral, Social and Cultural Development Policy
- SEN policy and information report
- Equality information and objectives