

# Darwen St James'

C of E Primary Academy



## Curriculum Policy

Approved by: Laura Peckson

Last reviewed on: Sept 2022

Next review due by: Sept 2023

## **Mission**

Nurture Ambition through a living faith

## **Vision**

Our academy delivers a purposeful curriculum through its living Christian faith. We nurture ambition in all our learners in order for them to become positive citizens of tomorrow.

## **Bible**

Let us not love with words or speech alone but with actions and truth.

John 3:18

## **Introduction**

At Darwen St James' CEP Academy (DSJ), we believe that the curriculum is the totality of pupils' learning experiences. We meet statutory requirements by delivering the Early Years Foundation Stage Curriculum, National Curriculum and locally agreed syllabus for Religious Education. We localise this entitlement to provide a curriculum that meets the needs of our pupils and which is enriched by using the outdoor environment, the school and local community, off-site visits, and visitors to school, including inspirational speakers.

At DSJ our curriculum is firmly underpinned by our mission statement, our school values and our Growth Mindset approach. We firmly believe in a curriculum that promotes the holistic development of the individual child, and place great value on Personal, Social, Emotional and Citizenship Education and the promotion of spiritual, moral, social and cultural education in order to prepare children for the opportunities and responsibilities of life in society in the 21st century.

## **Curriculum aims**

We believe that a creative, skills-based, broad and balanced curriculum should aim to:

- provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment
- develop confident learners for life who are able to embrace new challenges and experiences;
- inspire and engage all children through purposeful education and promoting a positive attitude towards learning;
- ensure the best possible progress and the highest attainment for all children;
- enable children to acquire and develop a broad range of knowledge, skills and understanding, and be able to choose and apply these to relevant situations;
- meet the needs of all individuals, by focusing on personalised learning and using Assessment to inform the ways in which children learn and are taught;
- provide a range of relevant learning experiences that challenge, stimulate and promote thinking and independence in learning;
- promote spiritual, moral, social, cultural, mental and physical development;
- enable children to be creative and to develop their own thinking skills;
- help children to respond positively to challenge and persevere in order to solve problems;

- develop the capacity of children to learn and work independently and collaboratively;
- equip children with knowledge and cultural capital to take their place as responsible citizens in society, with the life skills necessary for them to be successful;
- ensure children have respect for themselves and empathy for others;
- raise aspirations and develop ambition within all children;
- support pupil's physical development and their own health, and enable them to be active
- support pupil's mental health and wellbeing
- prepare children for the transition between key stages and the next stage of their education.

We aim to deliver a curriculum which is enriched by experiences outside of the classroom, in the wider environment and in the local community.

## 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 we have 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/committees set out in the Department for Education's [Governance Handbook](#).

This policy 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](#).

## Roles and responsibilities

### Governors

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

The governing committee 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)

### 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 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.

Please see the table below for roles and responsibilities.

SLT	HT - Miss Laura Peckson Strategic Leader Curriculum Lead Worship and Ethos Lead	AHT Miss Tracy Lawson Inclusion SENDcO Vulnerable/SEMH	AHT Mrs Claire Gonzalez Attendan Lead English Lead
MLT	Miss Tracy Lawson EYFS and KS1 Lead	Mrs Claire Gonzalez KS 2 Lead	Mrs Julie Heald - Maths Lead Mrs Emma Simms - RE Lead
SubjectLeaders	English	Mrs Claire Gonzalez	Additional - EVC
	Maths	Mrs Julie Heald	
	Science	Mrs Shona Davis	
	RE	Mrs Emma Simms	
	PSHCE	Mrs Hollie Corbally	
	Computing	Miss Amy Sears	Miss Helen Meagher as Computing Assistant
	History/Geography	Mrs Josie Thompson	Additional - Behaviour and Senior Mental Health Lead
	MFL	Mrs Shona Davis	
	PE	Miss Rebecca Ainsworth	Additional - SENDcA
	Music	Miss Tracy Lawson	
	Art/DT	Miss Laura Peckson (to start then replaced as part of recruitment)	
	Charities/School Fayres	Mrs Tracey Ainsworth	
	School Council	Miss Vicky Evans/ Mrs Heather Skinner/Mrs Maria Adamson	

	First Aid	Mrs Gayle Williamson	
	SEMH	Miss Vicky Evans (PWO) Mrs Joanne Mountain and Miss Laura Davidson	

## Organisation and planning

### Organisation

We directly teach skills and knowledge and then plan opportunities for children to practice these skills. This allows children to embed new skills as well as bringing coherence and continuity to learning.

We have adopted a discrete subject approach to our curriculum to ensure all the aims of the National Curriculum are met and also to enable the children to understand what subject and skills they are learning.

Although subjects are taught discretely, we group the content of subjects where we can so we can create strong links and enable the children to apply their knowledge to different subjects and new situations.

English and Maths are taught on a daily basis. Key English skills are also taught regularly through phonics/spelling sessions, SPAG, Guided Reading and handwriting. Key Maths skills are also taught through arithmetic sessions and times table sessions. Please see English and Maths overview, statement and policies for further details.

Phonics is taught daily in class groups using Phonics Bug. Please see Phonics policy for more details.

We take every opportunity to identify and use key skills from English and Maths in all other areas of the curriculum to enable children to apply their knowledge.

Other subjects are either taught on a weekly basis –

RE – taught weekly, plus daily Worship. Please see our Re and Worship policies, plus RE statement and overview for further details.

Science – taught weekly. Please see science policy, statement and overview for further details.

PSHE with RSE are taught weekly, this runs alongside SEMH and Nurture groups. RSE is also covered in Science and RE. Please see our PSHE and RSE policies, statements and overviews for further details.

Art and Design – taught weekly. Please see Art and design policy, statement and overview for further details.

Design Technology – taught weekly. Please see DT policy, statement and overview for further details.

Geography – taught weekly for 1 half term in every term (opposite to History). Please see Geography policy, statement and overview for further details.

History – taught weekly for 1 half term in every term (opposite to Geography). Please see History policy, statement and overview for further details.

French – taught weekly. Please see French policy, statement and overview for further details. French is only taught in KS2.

ICT – taught weekly. ICT equipment and skills are used throughout the curriculum on a daily basis. Please see ICT policy, statement and overview for further details.

Music – taught weekly. Please see Music policy, statement and overview for further details.

PE – taught twice a week, one lesson being delivered by Junior Jam and the other following the NC objectives using ipep. Please see PE policy, statement and overview for further details.

**All policies, statements and overviews – showing schemes and resources that we use- are all on our curriculum page on our website.**

Children take part in weekly Nurture group sessions, these focus on 3 termly areas of mental health and wellbeing, entrepreneurship and Global Citizenship. These groups are class groups so the work can be age appropriate.

At the beginning of every year each class decides on 3 activities for their bucket list, these are based on life experiences that the children want to have. These experiences are designed to enhance and feed into our curriculum.

Children are taught through a Growth Mindset approach and this is further developed through half termly Growth Mindset challenge mornings/afternoons. These encourage team building, resilience, perseverance, risk taking and rising to a challenge.

The children also receive a weekly Essential Skills lesson, a focus on one skill per half term. These skills are then given opportunities to be applied throughout the curriculum and in wider school life.

The children are taught within their classes, with some children being withdrawn for small group or individual support.

In the Early Years Foundation Stage all areas of learning are addressed through continuous, enhanced and adult-led activities. The children take part in a range of these activities on a daily basis, focused on one or more of the areas of learning. Learning is child centred and is built upon their ideas and interests.

## Planning

The curriculum is planned to ensure coherence, continuity, progression and full coverage of all aspects of the statutory curriculum and areas of learning. The curriculum is planned on a long, medium and short term basis:

Long term planning includes an overview of the year taught across each class, with information on the subjects and units covered in each year group. This year group overview is generated from each subject specific overview of what needs to be covered.

Medium term planning identifies the objectives to be covered from the National Curriculum or other published schemes for each subject, the key skills to be covered and cross curriculum links including opportunities to reinforce our school mission and vision, our school values, British values, Growth Mindset and SMSC.

Short term planning details what will be taught in individual lessons. The format for short term plans is noted on a weekly sheet or annotated on a medium term plan. It needs to include information on learning objectives and outcomes, activities, resources, key vocabulary and key questions.

In the EYFS, planning is also done on a long, medium and short term basis. Planning includes provision for continuous, enhanced and adult-led activities and includes next steps planning taken from the children's previous learning, interests and enquiries.

See our EYFS policy for further details.

## 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 SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND 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 whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through feedback from subject leader monitoring and headteacher reports at Committee meetings and full LGC mtgs.

Subject leaders/curriculum leader monitor the way their subject is taught throughout the school using a variety of tools.

Please see table for all monitoring:

Monitoring Overview 2022/23

	1 <sup>st</sup> Half	2 <sup>nd</sup> Half
Aut	Reception Baseline - w/c 12/09/22 Whole school Baseline - w/c 12/09/22 PP/SEND/Intervention mtg - 21/09/22 Yr Rec/2/6 prediction setting - 21/9/22 Parents Evening - 28/9/22 Wider Curriculum – End of topic Ass - w/c 17/10/22 Subject Leader Monitoring w/c 17/10/22 Performance management target setting/Obs - w/c 03/10/22 and 10/10/22 Report to Governors – History/Geog - Date 21/10/22 SLT Learning Walk – Reading/Knowledge Boards	Pira/Puma/GAPs/Phonics w/c 28/11/22 and 05/12/22 TT data 12/12/22 Wider Curriculum – End of topic ass 12/12/22 (to be in) Subject Leader Monitoring – w/c 05/12/22 Pupil Progress Meetings-13/12/22
Spr	Wider Curriculum – End of topic Ass In - w/c 6/2/23 Subject Leader Monitoring – w/c 30/1/23 Performance management review/Obs- w/c 23/1/23 and w/c 30/1/23 Report to Governors – English/Maths - TBA SLT Learning Walk - Phonics/Spelling Reports to Parents in by 23/1/23 Parents Evening - 1/2/23	Pira/Puma/GAPs /Phonics w/c - 20/3/23 and w/c 27/3/23 TT data In - 4/4/23 Wider Curriculum – End of topic ass - 3/4/23 Subject Leader Monitoring w/c-27/3/23 Pupil Progress Meetings-4/4/23 Performance Management Reviews - w/c 06/3/23 and 13/3/23
Sum	Wider Curriculum – End of topic Ass In - w/c 22/5/23 Subject Leader Monitoring -w/c 15/5/23 Report to Governors – Sci/PSHCE/Music/ICT - TBA SLT Learning Walk - JC English SATs - w/c 8/5/23 Optional Tests - w/c 8/5/23 and w/c 15/5/23	Pira/Puma/GAPs/Phonics - w/c 3/7/23 and w/c 10/7/23 TT data In - 17/7/23 Data Report completed by - 18/7/23 Parents in to see work and get report- 19/7/23 Wider Curriculum – End of topic ass In - 17/7/23 Subject Leader Monitoring w/c 10/7/23 Pupil Progress Meetings 18/7/23 Performance management final review w/c 3/7/23 and w/c 10/7/23

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

This policy will be reviewed every year by the headteacher and the Governing Committee. At every review, the policy will be shared with the full governing committee.

## Links with other policies

This policy links to the following policies and procedures:

- EYFS policy

- Assessment policy
- SEND policy and information report
- Equality
- RSE Policy
- All subject policies, statements and overviews.
- Marking and Feedback Policy
- Behaviour Policy