



## St Bartholomew's C of E Primary School Curriculum Policy

### Our Christian Vision

Believe **A**chieve **R**espect **T**ogether **S**ucceed

**B** – We **believe** we will flourish in God's family.

**A** – We know that everyone in St Bart's can **achieve**.

**R** – We **respect** everyone in our family.

**T** – **Together** we support and help each other.

**S** – As part of God's family we support everybody to **succeed**.

### Safeguarding

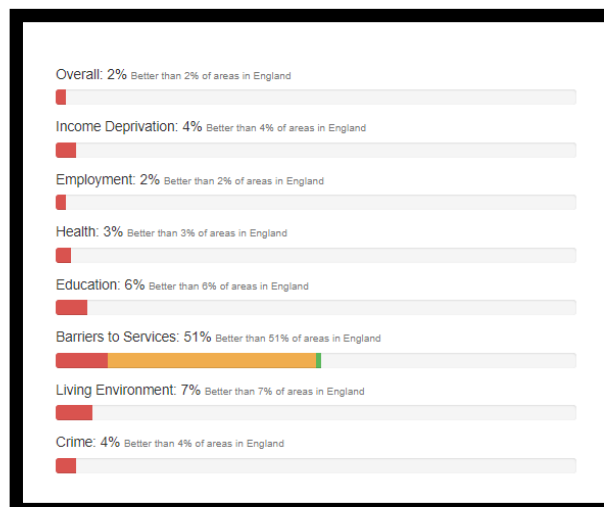
St Bartholomew's C of E Primary School is committed to safeguarding and promoting the welfare of its pupils. We believe all staff and visitors have an important and unique role to play in the protection of children.

In this respect, our aims are:

- To provide a safe and secure environment, which values education and believes in the abilities and potential of all children and young people
- To bring the educational attainments of our children and young people who are looked after nearer to those of their peers if there is a gap

### Curriculum intention:

St Bartholomew's C of E V/C Primary School is located in Armley, an inner-city area in the west of Leeds. Our school is a large voluntary controlled school in one of the highest deprived areas in the country (top 3%).





Our school curriculum is shaped by the key challenges children from our local area may face as noted above. As a school, we follow the 2014 National Curriculum, which is adapted where appropriate to meet the needs of our school community.

At St Bartholomew's, our curriculum will develop both successful learners and confident, responsible citizens. The school holds both in high regard. Our school population is highly populated with disadvantaged pupils. We currently have 47.3% Pupil premium, with 34.3% receiving free school meals. We also have 20.1% SEND pupils and 50% EAL. Due to this, we ensure that our curriculum matches our own context.

Our curriculum will:

- Raise aspirations
- Develop essential skills across all curriculum areas
- Be inclusive for all learners including disadvantaged, EAL, SEND
- Promote healthy lifestyles
- Prepare pupils for their next step in education
- Provide all children with daily mathematics, reading and English
- Cover a broad range of curriculum subjects in a good level of detail

At St Bartholomew's, we value the importance of developing basic skills in English and Maths to ensure all children can then access the wider curriculum. Learning that is exciting, memorable and stimulating is non-negotiable. Children will enjoy school and be immersed in their learning; having a desire to attend school.

We ensure children have a thirst for learning through:

- Passionate teachers
- Engaging lessons
- First hand experiences
- Wide range of extra-curricular activities
- Exciting daily worship

By the time children leave St Bartholomew's, we not only want them to have fulfilled their academic potential but we want confident, independent British citizens who demonstrate the following attributes:

- **Ambition** – always aiming to better themselves.
- **Courage** - they will not be afraid to try new things.
- **Commitment** - they will work hard.
- **Willpower** – they will strive to be the best they can be.
- **Integrity** – they will tell the truth at all times.
- **Drive** – they want to better themselves at every opportunity.
- **Patience** – they will accept that some things take time.
- **Resilience** – they will always keep trying.
- **Optimism** – they know that good things will happen to them if they work hard.

#### **Areas of the curriculum – Implementation**

At St Bartholomew's, regular training and conscientious staff ensure all of our teachers and support staff have an excellent subject knowledge and a thirst for all curriculum areas. We have half termly curriculum meetings and subject leaders provide or book training relevant to their action plans and curricular / staff needs. Our subject leaders are always on hand to offer support or advice.

The following are all of the different curricular areas and how they are implemented at St Bartholomew's C of E Primary:

#### **Reading**

At St Bartholomew's we consider Reading to be 'The Master Skill' as it allows children to acquire an array of new knowledge and skills from across the wider curriculum. Reading fiction texts allows children to 'get lost in a book' and immerse themselves into the wonderful world of their imagination. We aspire to ensure that all children leave our school reading to the very best of their ability and ready for the challenge of the next stage in their education.

Reading is a big part of what we do in school on a daily basis – reading is incorporated into everything we do. We read individually, in pairs and in groups across school, depending on a child's individual needs. In Early Years and Key Stage 1, we use a range of strategies, in addition to phonics, such as a variety of decoding methods, teaching high frequency words through sight recognition and discussion through picture books. Reading ambassadors from Year 5 go and read with the children in other classes – a treat to watch! We read in lessons, in assemblies and at every other given opportunity. Businesses' volunteers enhance our reading provision every week hearing our vulnerable readers.

Reading comprehension is taught as a whole class during daily timetabled lessons. In these sessions there is always an emphasis on vocabulary and one other reading domain. Novels are used to teach reading as well as a range of non-fiction texts. These texts are carefully chosen to ensure that there is progression and challenge across the school- there is also clear links between reading and writing as the same texts are used to facilitate both.



It is vital that our children not only read, but that they are read to, therefore teachers read a variety of high-quality texts to the children on a regular basis. Listening to the change in tone, and different voices, can make it very exciting and appealing. Children love listening to stories, no matter how old they are. We share books, talk about books, visit the library...we make it a special time to sit and read together. It is also lovely and relaxing activity for the children to read independently, so we allocate time for children to sit and read a book they have chosen for pleasure. We are lucky that our children have access to a range of different books in our local library and class book corners from Nursery to Year 6.

In school we also have and celebrate:

- Reading challenges – in classes, year groups and sometimes for the whole school
- Reading Ambassadors
- First news and Wizz Pop Bang science magazine delivered to every KS2 classroom
- Book Week
- Book Fairs
- The Summer Library Challenge

### **Writing**

At St Bartholomew's, children are taught writing skills through studying a range of both fiction and non-fiction texts including teacher produced models. In Early Years and Key Stage 1, children are encouraged and supported to learn texts by heart, before trying to innovate them and gradually apply more independent changes to the model until they can write freely with confidence. In addition, in Key Stage 1, picture books and topic work are used as a stimulus for writing. In Key Stage 2, children are taught to write through Novel Study and links are made to non-fiction texts. All of their writing is inspired by texts and they have an equal balance between fiction and non-fiction texts. Challenging texts are chosen to ensure that children have an excellent model for their own writing.

### **Phonics**

At St Bartholomew's, we teach phonics using 'Letters and sounds.' Phonics is the system of 'blending' sounds together to read, and 'segmenting' sounds to spell. They are both complimentary and interlinking skills that are taught together. Lessons are taught daily in every class from nursery to year 2 for approximately 20 - 30 minutes. Phonics is also taught in some Year 3 classes and through interventions to provide catch up sessions. In the main part of the lesson, we follow the Letters and Sounds programme but we combine it with some other techniques that our experienced staff have adopted over the years. This year we have introduced the use of the RWI rhymes to supports children's memory and retention skills of the sounds in each phase. The children are assessed weekly on their phonic knowledge and support is then put in place to provide additional weekly interventions when needed.

In the Summer Term, every Year 1 child will take a statutory Phonics Screening Check. During the phonics based check, the children will be expected to read 40 simple, decodable words including nonsense words. This is a progress check to identify those children who are at the expected level in their phonics. The results are reported to parents. Children will be rechecked in Year 2 if they do not reach the expected level. We strive for all children (unless they have a specific Special Educational Need or Disability) to leave Key Stage 1 at or above the expected level in their phonics skills.

To enhance the teaching of phonics, phonics based reading books are used throughout Early years and Key Stage 1, for both home and guided reading. These are drawn from a variety of schemes such as Oxford Owl or Songbird Phonics. Home reading books are organised into colour bands and the children progress through the colour bands throughout Early years and Key Stage 1. The early colour bands have a high focus on different phonic readers. Identified children in KS2 may follow a phonics reading book or intervention, based on their individual needs.

### **Maths**

At St Bartholomew's, we want to foster a love of mathematics within all of our children. We want them to be able to use maths to help them in real life and provide them with skills they will need for the future.

To ensure all of our learners are successful in mathematics, we have adopted the White Rose Maths scheme across all year groups. Within this scheme, children are regularly making, drawing and working out mathematical problems using the concrete – pictorial – abstract approach. This feeds into a range of fluency, reasoning and problem solving activities.

All children from Year 2 upwards, have a timetabled slot to practise their times tables within school. They also have login details for Times Table Rockstars to complete further tasks at home, as well as weekly maths homework to provide further consolidation. Our curriculum is differentiated to provide enough support and challenge for individual pupils so that all children can achieve their full potential. To further support children's understanding of mathematical concepts, the school has uses an allocation of the budget to provide lots of hands on equipment and resources, so that children can manipulate numbers and concepts in a variety of ways.

Progress and attainment are carefully tracked on an individual basis to ensure that children make at least expected progress. This is done through teacher judgements and using end of block and end of term tests. The school values special events and takes part in Number Day and Times Table national competitions.

### **RE**



Here at St Bartholomew's C of E, we follow the Leeds Agreed Syllabus scheme throughout the school. As a church school, we supplement this with certain aspects of Understanding Christianity in order to provide the children with a deeper understanding of the Christian faith.

The Leeds Agreed Syllabus is called *Believing and Belonging* because it includes two key elements. First, it is about beliefs and values. It aims to develop pupils' understanding of world faiths and other beliefs, exploring their commonality and diversity. Secondly, it is about 'belonging'. It aims to nurture pupils' awareness of the treasury of diversity as well as sensitivity to the questions and challenges that different views and cultures can present.

Primarily, the purpose of RE at St Bartholomew's is to give pupils a broad understanding of Christianity, world faiths and non-religious beliefs; this is sometimes referred to as religious literacy. The curriculum ensures that there is both depth of study (some areas investigated in detail) and breadth (an overall general understanding of the faiths and related philosophical and ethical questions).

The balanced study of RE also nurtures SMSC development and our pupils' understanding of diversity. RE can contribute dynamically to children and young people's education by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human.

RE develops pupils' knowledge and understanding of Christianity, other religious traditions and world views and explores their responses to life's challenges. This gives pupils the knowledge and skills to flourish both within their own community and as members of a diverse and global society.

RE plays an important role in preparing pupils for their future, for employment and lifelong learning.

It enhances their spiritual, moral, social and cultural development by:

- Developing awareness of the fundamental questions raised by human experiences, and of how religious teachings can relate to them;
- Responding to such questions with reference to the teachings and practices of religions and other belief systems, relating them to their own understanding and experience;
- Reflecting on their own beliefs, values and experiences in the light of their study.

## **Science**

At St Bart's, we are very proud of our Science and hold a national award called a PSQM (Primary Science Quality Mark). Throughout school we use the Collins 'Snappy Science' scheme, which covers all areas of the science curriculum, plus some enrichment topics. It covers the yearly topics set out in the national curriculum. We are proud that lots of our science is very 'hands on' and we show children lots of jobs they may get if they pursued science in later life. Each year, we hold a science week, where special visitors and exciting activities are planned to raise the profile of science and ensure children love learning the subject. We have strong links with local schools and use funding to help secure excellent progress and attainment in science. We also get children involved at home through our termly 'Science selfie' homework, where children complete science experiments at home and take a picture of them with it, displayed on our website.

## **PE**

At St Bartholomew's all children have access to 2 hours of physical activity a week. Each class is allocated a one hour lesson in the new MUGA which has just been built. We are currently using GetSet4PE scheme which has provided staff with lots of new ideas and a variety of different sports for the children learn. This year we have purchased lots of new equipment to ensure each child has the correct equipment for the lesson. Each class has their own equipment for break and lunch times to promote physical activity. The school has bought into the West Leeds School Sports Partnership. This allows the school to enter organised sports competitions each week, these range from year 1 to year 6. We also receive support from a qualified sports coach from Leeds Rhinos for 3 hours a week.

## **Computing**

In recent years, the school has invested money in computing, including a full time technician and class sets of laptops and iPads. The school follows the Rising Stars: Switched on Computing scheme for a timetabled slot each week. Children in years 2-6 also have a timetabled slot for iPads to complete a session on Times Table Rockstars within school. Computing learning is also embedded in other curricular areas.

## **History**

At St Bartholomew's, we pride ourselves on the scope and depth of our history teaching. Currently, the school uses Collins Connected History which provides children with in-depth studies of statutory curriculum areas. The resources provided allow for hands on and independent investigatory and enquiry work by our students. Often, resources with the scheme (and those devised by teachers) are both picture and language based meaning strong differentiation for all ranges of ability. Some year groups use these studies to form their topic whilst other year groups use Collins Connected History as part of research projects within their study area. Furthermore, the school has recently become a member with Leeds City Museums. As part of the membership, the school is able to loan topic boxes with genuine, historical artefacts that can be used in the classroom and handled by pupils. We believe this hands on experience can spark a lifetime of interest in history for our pupils. Our membership also offers twilight training for our staff members and annual museum trips for our pupils. Whilst teaching, our staff work as much as possible to incorporate local history into our studies. This includes: visiting local Victorian mills, local castles and exploring the impact of World War II in Leeds and other surrounding cities.

## **Geography**



At St Bartholomew's, we hope that our geography sparks pupil's curiosity to make children develop a hunger to learn more about the world around us. We teach geography through topics and instil skills into the following categories; mapping, fieldwork, enquiry and investigation, communication and use of computers. Each year group has a specific focus on vocabulary to learn and the geography learning is embedded through many cross curricular links. We use a mixture of skill based work linked to areas of knowledge we want children to grasp as well as some enquiry based learning used through our Collins scheme.

### **Music**

Music is a key part of the curriculum at St Bart's. Every child has access to at least 45 minutes of quality music tuition every week. This is made up of a 30 minute class music lesson and a 15 minute whole school singing praise. In class, children learn from the Charanga scheme of work and have access to a range of tuned and untuned instruments. Music is also encouraged across all other subjects, with a bank of over 150 theme based songs to help in the education of other subjects. Extra-curricular activities are also encouraged, with the school having a choir and keyboard club, as well as educational trips to watch concerts and join in with large school based ensembles.

### **French**

At St Bartholomew's C of E Primary School, we follow the Wakefield Happy Languages Learning scheme. All children from Year 3 - Year 6 have the opportunity to develop their speaking and listening skills in French and have the opportunity to hear native French speakers.

Each topic is taught on a three-week cycle. At the start of each topic, children are taught key words for their topic (e.g.: animals) and are encouraged to rehearse them orally through games and songs. Knowledge is then built upon so children are able to use adjectives to describe their keywords and are encouraged to record this on paper.

Children are encouraged to use their French in everyday classroom scenarios such as asking to go to the toilet or answering the register.

### **DT**

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and other's needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impacts on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

At St Bartholomew's, DT skills are taught across a two year cycle, meaning each skill is covered three times throughout school. Each year, children also complete a cookery unit to provide children with the skills to cook at home, including making healthy meals.

In each unit of DT, children will explore and investigate the project, learn the skills necessary to complete the project, plan, design, make and then evaluate the final piece.

### **Art**

At St Bartholomew's, we have designed our own art curriculum. We have done this to allow for lots of organic links with other areas of the curriculum. Each phase in school looks at a range of artistic topics over a two year cycle.

Every year group covers key skills in drawing and painting and then cover a selection of the following: Sculpture, printing, collage and textiles. Year groups then have a range of key skills and understanding to teach the children to ensure they cover all of the objectives from the national curriculum. Our children each have their own art sketchbook which follows them up through school, tracking their progress as they go through each year group. Children also have an art assessment file, where they produce a self portrait each year to show how much they are improving as they get older.

### **Relationships and Sex Education (RSE)**

As a school, we aim to promote personal wellbeing and development through a comprehensive programme of Personal, Social, Health and Economic Education. This gives children the knowledge, understanding, attitudes and practical skills to live healthy, safe, productive and fulfilled lives, in line with recent changes made by the Department of Education.

The guidance focuses on healthy relationships and keeping children safe in the modern world. It also covers a wide range of topics relating to physical and mental health, wellbeing, safeguarding and healthy relationships.

Learning about the emotional, social and physical aspects of growing up will give children the skills and positive values to have safe, fulfilling relationships and help them take responsibility for their own well-being.

Our PHSE curriculum is based on the Islington scheme- You, Me and PHSE and is supplemented by resources from other organisations which include the PHSE Association and NSPCC.

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

The spiritual, moral, social and cultural development of pupils is central to the life of school. These areas will be more explicit in curriculum areas such as PSHE and RE, as well as Collective Worship but all areas of the curriculum provide opportunities to promote pupils' SMSC development. A significant contribution is made by the school ethos and Christian values, extracurricular activities, visits, visitors and assemblies.

### **British Values**



As a school, we aim to prepare our pupils to become global citizens and to live life in modern Britain. We do this by encouraging our children to embrace the fundamental British Values, which are actively promoted in school. The five British values are as follows:

- Democracy: This relates to pupil voice being heard and valued in school and encouraging children to become involved in decision making processes where possible. Children's views are represented in the elections for members of school council and in pupil voice questionnaires. It is also important that children have an understanding how democracy has shaped modern Britain, how the democratic process has evolved through history and how the lack of democracy can affect people globally.
- Rule of Law: By involving children in writing class rules and codes of conduct, an understanding of the need for rules to protect people is developed in pupils and an understanding of what is right and wrong and consequences for actions. It is also important that children have an understanding of the importance of criminal and civil law in Britain. This is developed through our PHSE curriculum, assemblies, and visitors.
- Individual Liberty: Throughout school life, pupils are given the freedom to make choices and decisions about what they do and they develop an understanding of the fact that with this freedom comes personal responsibility; the responsibility that we won't hurt or offend others with our thoughts and actions. An example of this is, through curriculum teaching around E-Safety, educate children on their rights and personal freedoms as well as supporting them in recognising how to exercise these freedoms safely and the responsibilities that go with it.
- Mutual Respect: Respect is a core Christian Value of the school and an ethos of respect for all is promoted. Children are encouraged to respect themselves, their peers and all of the adults in the school community. Children are taught to recognise similarities between themselves and value differences in themselves and others, whilst showing respect to all. Intergenerational respect is promoted through our links with and visits to local residential homes.
- Tolerance of those with Different Faiths and Beliefs: The Leeds Agreed Syllabus ensures that children learn about the main religions and it teaches respect and understanding of other cultures, beliefs, opinions and traditions. Through the daily life of our school and curriculum content, we strive to encourage tolerance and develop in children an understanding of being a citizen who can make a positive contribution to society. We use Multicultural Week, the Olympics and current affairs to help children understand about life and cultures around the World.

### **Organisation and planning**

Our curriculum is planned with overarching topics in each year group, set termly or half termly. Some subjects will fall under these topics and links are made where appropriate. Where links do not evolve from the topic in an organic way, some subjects are taught in a more discreet manner. Teacher's plan with possible links in mind to give children a fuller, richer understanding of the taught topic. Links are also made to previous learning consistently throughout our curriculum.

Our curriculum is developed from local needs (see intent) and reflects the nature of the children we have in our school. Although we teach the skills and understanding set out in the National Curriculum, we have an aspect of real life learning to help our children survive in the everyday world.

Subjects are designed by our highly skilled subject leaders, who regularly access various types of CPD to underpin their pedagogy of their subject. On our website, you will find individual subject pages where their long term overviews are stored. These plan for sequential learning of skills and knowledge to ensure children have a thorough and deep understanding of individual subjects. These are then adapted into schemes of work planned by our teaching staff, who can go to subject leaders for further support and advice where required.

Long term plans are established across all year groups. Teacher's then use school planning documents to complete medium term plans, outlining skills, objectives and forms of differentiation. Teachers then adapt this into their own individual lesson plans to suit the needs of their individual class. The school trusts the professionalism of teacher's judgement and doesn't collect or moderate this planning.

Resources in school are subject specific. Some subjects have centralised areas where all staff can access specialist resources to compliment their teaching. Other subjects have split their resources into relevant year groups, as well as class resources divided around school. Individual subjects have a budget allocation to resource their subject effectively. Resources and schemes of work are created or selected with teacher workload in mind – we reduce the burden on staff where possible, but ensure the learning of our children is at the forefront of all decisions we make.

Teachers raise aspirations through showing children a range of careers and vocations available if children pursued these subjects. These may be famous people, or ordinary people who make a career out of a particular subject area.

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

### **Cultural Education at St Bartholomew's Primary**

At St Bartholomew's, we strive to provide children with a range of opportunities to develop their own understanding of culture, the arts and run many endeavors as a supplement to our curriculum. The following are snapshots of what we do to encourage an excellent cultural education and develop the cultural capital of all of our pupils:





- An annual multicultural week and evening, where the school celebrated the wide range of cultures in our school.
- A key emphasis on black history, which we are currently embedding throughout our wider curriculum, including through history topics.
- Visits to local libraries, supplemented via a range of library boxes to promote a wider love of reading.
- Trips to a range of local museums and areas of importance in our local area.
- In KS2, we celebrate National Film Week, attending our local cinema.
- Art lessons are taught in half term topics across school. Every year group has a focus on drawing and painting and two other areas of art.
- DT lessons are also taught in half term blocks, with every year group having a focus on cooking and two other areas on a whole school cycle.
- The school offers a wide range of diverse clubs, both curricular and to support the child's wider development; Mindfulness, science, art and religious stories, keyboard, crafts, board games, French, singing, computing, first aid, drama, yoga, lego, football and magazine club.
- As well as music being taught weekly through individual music lessons and in worship assemblies, we celebrate music through a music week each year. This encourages and develops a further love of music, involving a range of visitors and visits with a local high school, music performers into assemblies and workshops and a whole school talent show: St Bart's got talent!
- There are a range of exciting trips to areas of historical interest – Arnley Mills, Temple Newsam, local parks, farms, The Royal Armouries and many others!
- Year groups put on a Christmas performance for parents, peers and residents from the local care homes. We also have a range of children who regularly visit the local care homes to hear stories from the residents and play games with them.
- Each year group in school has 20 things they are to complete each year to work towards their cultural education called 'The St Bart's Bucket List'.
- Music tuition is a central part to our music curriculum, including recorders and glockenspiels. Our music leaders also run keyboard and guitar clubs, purchased using music grants, which can be loaned to pupils each week. We also have various school choirs.
- Many year groups also enter a range of writing competitions, lots of which have been published in various books. We also have a book week, where children get to work with a range of authors.
- As a school, we highly value the worth of books. Each child gets their own reading book, which they borrow and return. Older children also have a book they read for pleasure. We also purchase a book at Christmas time for each child.
- We get the children involved in a range of charitable days, raising money for various good causes.

### **Inclusion across the curriculum**

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:

- Regular meetings with subject leaders and the curriculum leader.
- Yearly reviewing of relevant action plans.

SLT and subject leaders monitor the way subjects are taught throughout the school by:

- Book monitoring
- Lesson monitoring
- Discussions with pupils
- Data analysis



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

This policy will be reviewed every year by a member of SLT. At every review, the policy will be shared with the curriculum governor.

### **Assessment in our curriculum**

Assessment is a key driver in our curriculum. Teachers are constantly assessing pupils to see what has been fully understood and where any potential gaps in learning are. This is done through a range of formative assessments, quizzes and tests, which then informs future planning as appropriate. We also use knowledge organisers to support our retention of knowledge. The school uses Otrack to assess pupils in English, maths and science, and is looking at how we can expand our summative assessments to other curricular areas. We also use BSQUARED to help inform our judgements for our SEND pupils. Please see our assessment policy for more information on how we assess in school.

### **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

### **Curriculum Impact**

At St Bartholomew's, we strive to provide the best possible outcomes for our pupils and families. We endeavour to get children to the correct academic level, but see our children as much more than data on a spreadsheet: We ensure all pupils fulfil their own personal potential. Throughout their time with us and by Year 6, we ensure our pupils have the skills to manage their own behaviours and attitudes to be excellent British citizens. Our curriculum provides





children with a wide range of knowledge and skills to ensure they are ready for the next stage in their education. In addition, our children leave primary school with the essential skills for life, as set out in our curriculum intent. They are ambitious, courageous, committed, have willpower, integrity, drive, patience, resilience and be optimistic. We are proud of the fact that our children develop their own unique personalities and enjoy their primary education journey.

We ensure that all groups of learners, including our disadvantaged pupils, vulnerable pupils, SEND and EAL are encouraged to do their very best, to achieve the best academic results possible, as well as becoming well rounded individuals. Pupil's work across the curriculum is of a high standard in all subject areas, as evident in the vast range of children's work. Our data assessments and statutory tests show the great progress that our children make in their time at our school.

**Links with other policies**

This policy links to the following policies and procedures:

- Individual subject policies
- EYFS policy
- Assessment policy
- SEND policy
- Pupil premium policy

Reviewed: November 2020

Review date: November 2021

Head Teacher: \_\_\_\_\_

Chair of Governors \_\_\_\_\_