



# **Whitefield Primary School**

## **Primary Curriculum Policy**

**Updated: October 2021**

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This policy has been developed in line with the DfE's National curriculum in England.

## 1. Curriculum intent

At Whitefield Primary School, pupil's learning is at the heart of our school's curriculum. All children are entitled to a curriculum that provides opportunities for them to achieve and learn. We embrace our Healthy Hearts, Healthy Bodies and Healthy Minds vision and ensure all children are ready for their next steps. Our curriculum is designed with pupil's learning at the centre. We ensure that our whole school curriculum offers pupils opportunities to grow as individuals and learners. We are ambitious for every person and have high expectations for everyone by providing coherent learning opportunities.

We aim to provide a knowledge-rich, broad and balanced curriculum. Each subject is taught discretely to allow children to understand the importance of disciplinary knowledge and build on previous knowledge and skills which enable links to be made as their learning progresses. Great emphasis is placed on subject specific vocabulary to enable children to communicate effectively and confidently. We aim to ensure pupils enjoy learning and feel prepared for life in the wider world. We also intend to offer our pupils exciting experiences through visits and extra-curricular activities.

A full list of the subjects available to our pupils can be found in [section 6](#) of this policy.

**Extra-curricular activities:** We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

### Implementation

Teachers have good knowledge of the subjects they teach which is further developed through continued professional development and effective subject leader support. Subject matter is clearly presented and promotes appropriate discussion. Teachers identify misconceptions accurately and respond and adapt their teaching as necessary.

The curriculum is designed to help children remember content they have been taught in the long term and integrate new knowledge into larger concepts. Assessment is used effectively to check understanding and inform teaching. Learning environments allow children to focus on learning. Resources and materials are closely matched to the children's needs.

### Impact

Children develop detailed knowledge and skills across the curriculum and as a result, achieve well. Where relevant this is reflected in results from national tests that meet government expectations. Learners are ready for the next stage of education.

## 2. School ethos and aims

2.1. The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these to relevant situations.
- Support children's physical development and responsibility for their own health, and enable them to appreciate the importance of a healthy lifestyle.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

2.2. Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared the next phase in their education.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

### **3. Legal framework**

3.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

3.2. This policy operates in conjunction with the following school policies:

- Subject specific policies
- Homework Policy
- Assessment Policy
- Equal Opportunities Policy
- PSHE Policy
- Sex and Relationships Education Policy
- SEND Policy

### **4. Roles and responsibilities**

4.1. The governing board is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a School standards and effectiveness committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

4.2. The headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

4.3. Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring planning is reflective of the school's curriculum.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.



- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensure a mastery approach is provided for all children.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

4.4. Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress and reporting on this to staff and the headteacher.
- Providing efficient resource management for their subject.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

4.5. The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

## **5. Organisation and planning**

5.1 The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

5.2 Curriculum overviews include blocked areas of study which are reviewed and revisited and ensure coherence and progression in both knowledge and skill development across all year groups. (See subject specific policies)

5.3 Strategic long-term plans have been created so that subject coverage is planned sequentially and with a clear rationale for making connections with prior learning and subjects are interleaved. This means that relevant subjects are positioned to support and enhance learning so that pupils retrieve and transfer knowledge.

5.4 Teachers use planning books to plan medium and short term learning. At the start of each lesson in science, history and geography, our children are presented with a big question.

5.5 Teacher plan using a mastery approach where all children have equal opportunities to access challenging work.

5.6 TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, are disadvantaged or SEND.

5.7 Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

5.8 Our school's curriculum reflects our locality and subjects are tailored to reflect our area and community.

## 6. Subjects covered

- 6.1. The school will have due regard to the national curriculum at all times throughout the academic year.
- 6.2. The school will have due regard for the 'Statutory framework for the early years foundation stage'.
- 6.3. The school will ensure every pupil has access to the following core subjects:
  - English
  - Maths
  - Science
  - RE
  - Sex and Relationship education
- 6.4. The school will ensure pupils also have access to the following foundation subjects:
  - Art and design
  - Computing
  - Design and technology
  - **[KS2 only]** Languages
  - Geography
  - History
  - Music
  - PE

## 7. PSHE

- 7.1. Part of the national curriculum includes PSHE lessons.
- 7.2. PSHE organised into 6 themes.
  - Being me in my world
  - Celebrating differences
  - Dreams & goals
  - Healthy me

- Relationships
  - Changing me
- 7.3. All provisions made regarding PSHE lessons will be made in line with the school's **PSHE and sex and relationship Policy**.

## **8. Reporting and assessment**

- 8.1. Homework will be challenging and consolidate pupils' knowledge and understanding of concepts covered within lessons.
- 8.2. Homework will be set on a weekly basis in accordance with the school's Homework Policy.
- 8.3. Informal assessments will be carried out half-termly to measure pupil progress. The results of the assessments will be used to inform future planning.
- 8.4. Results of informal assessments will be recorded and reported back to the headteacher, governors, pupils and pupils' parents.
- 8.5. Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, governors, pupils and their parents.
- 8.6. Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.
- 8.7. Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.
- 8.8. All reporting and assessments will be conducted in line with the school's Assessment Policy.

## **9. Equal opportunities**

- 9.1. There are nine protected characteristics outlined within the Equality Act 2010, these are:

- Age
  - Disability
  - Gender reassignment
  - Marriage and civil partnership
  - Pregnancy and maternity
  - Race
  - Religion or belief
  - Sex
  - Sexual orientation
- 9.2. The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.
- 9.3. The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.
- 9.4. The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

## **10. Supporting pupils with SEND**

- 10.1. Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.
- 10.2. Pupils with SEND will work with TAs in smaller intervention groups regularly to support and consolidate their understanding.
- 10.3. Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.
- 10.4. The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.

- 10.5. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

## **11. Extra-curricular activities**

- 11.1. The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.
- 11.2. Extra-curricular trips and activities occur outside school hours and can include residential stays.
- 11.3. All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.
- 11.4. All extra-curricular activities and trips will be planned and executed in accordance with the school's *Extended Services Policy*.

## **12. Monitoring and review**

- 12.1. This policy is reviewed annually by the headteacher and the governing board.
- 12.2. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.
- 12.3. The scheduled review date for this policy is October 2022.