

# Yorkmead School



## Curriculum Policy

Updated April 2022  
Review Date September 2024

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*Yorkmead J&I School is committed to the safeguarding and promoting of well-being for all children.*

## 1. Introduction

'The curriculum' is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children at Yorkmead J&I School. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

## 2. Values

Our school curriculum is underpinned by the values we intend to instil in all of our children:

**'All Together'**: Children learn the importance of teamwork and collaboration and understand that we all have a role to play to listen to, support and encourage each other to achieve our goals.

**'Being Open Minded'**: Children are encouraged to be open to new ideas and recognise and be tolerant of different perspectives to their own.

**'Curiosity'**: Children learn that being curious makes them better learners and improves remembering. Consequently, our children are encouraged to ask questions and wonder about the world around them and understand that there is always more to learn.

**'Determination'**: Children are encouraged to be resilient and understand that sometimes learning is difficult. Children are encouraged to embrace mistakes and learn from them.

**'Empathy'**: Children are encouraged to understand the feelings of others, to show kindness and to help and support one another emotionally.

**'Fairness'**: Children are encouraged to treat others as they want to be treated themselves with honesty and respect and understand that all children at Yorkmead have the right to be successful. Children understand that other children may have different needs to their own and that fairness does not always mean everyone is supported in the same way and that success looks different for different individuals.

## 3. Curriculum aims

Our curriculum aims/intends to:

- Teach children how to grow into positive, empathetic members of a community, who can work and collaborate with others while developing the knowledge and skills necessary to achieve their full potential;
- Meet the statutory requirements of The National Curriculum (2014) and Early Years Foundation Stage (EYFS) Statutory Framework (2021);
- Promote the learning and development of our youngest children to ensure they are ready for Key Stage 1;
- Provide a broad and balanced education for all pupils that is coherently planned and sequenced to cumulatively build knowledge and know how, to support future learning and employment;
- Accelerate the development of English: reading, writing and oracy - assessments show us that early English language development for the majority of our new children in the EYFS is below average with a mean score that places the children in the lowest 30% of children nationally;
- Support pupils' spiritual, moral, social and cultural development;
- Support pupils' physical development and develop pupils' responsibility for their own health;
- Promote a positive attitude towards learning;
- Promotes equity for all pupils, with high expectations for every pupil through appropriate levels of challenge and support.

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## 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 bodies 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. Organisation and planning

Our curriculum is delivered in discrete subjects to ensure that in addition to substantive knowledge our pupils learn the disciplinary aspects of different subject domains; they learn to be historians, geographers... In some subjects, subject leaders identify commercially available schemes of work. Each scheme of work is judged against the following criteria:

- Meets, or preferably exceeds, the expectations of the National Curriculum;
- Is written by recognised subject specialists;
- Promotes the development of English language;
- Is supported with C.P.D. opportunities to ensure all teaching staff understand the most effective pedagogy for the implementation of the scheme and have secure subject knowledge;
- Includes lessons and/or units of work that are knowledge and vocabulary rich so that pupils build on what they already know to develop powerful knowledge and the language necessary to articulate this;
- Sequences knowledge so that pupils make meaningful connections which aid remembering (planned and well thought out sequences which aid schema development);
- Demonstrates diversity in the language, texts and media used, so that all of our pupils feel positively represented.

Where a suitable scheme is not available or where we have 'in house' subject expertise, subject leaders produce Medium Term Planning (MTP). These plans identify the following:

- The 'Big Ideas' or threshold concepts that are key to understanding a subject;
- The sequence in which each unit should be delivered to ensure the learning of new knowledge is supported by past learning;
- National Curriculum coverage;
- The specific knowledge and vocabulary, both new and revisited, that will be taught and therefore, used and understood by pupils;
- End of unit assessment activities.

We use the Personal, Social, Health and Economic (P.S.H.E.) Education Programme of Study produced by the P.S.H.E. We aim to thread the content of the Programme of Study throughout every aspect of our children's school life: within our wider curriculum, through whole school assemblies, through special events including themed weeks, external provision including basic first aid, discrete weekly P.S.H.E. lessons and through our school values.

The school has adopted the Birmingham City Council Relationships and Health Education Scheme of Work, which is delivered during a themed week in the summer term in all year groups.

Class teachers are responsible for producing short term planning as outlined in subject specific policies to ensure the content of the medium term plans is adapted for their pupils. Furthermore, short term planning is adapted weekly to respond to the progress of pupils through the school's curriculum through formative assessment.

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

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## 4. Curriculum Enrichment

'To reach their potential, children and young people need experiences which broaden their horizons, enrich their cultural experience and understanding and improve their well-being.'

Curriculum enrichment describes activities which we provide in order to extend children's education beyond their everyday classroom experience. We are committed to providing opportunities for broadening our children's educational experience which enhance skills, knowledge, and well-being but also extend life experiences beyond those ordinarily experienced by children in the community we serve. Therefore, when planning curriculum enrichment activities, we ensure they:

- Link to and extend children's classroom learning, for example through geography field work;
- Provide wider life experiences not available to many of our children, for example visiting a forest to search for microhabitats, visiting a beach after learning about coasts and entering a cave once inhabited by our ancestors;
- Are affordable.

## 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: more able pupils, pupils with low prior attainment, pupils from disadvantaged backgrounds, pupils with SEND and pupils new to English.

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. Roles and responsibilities

### 6.1 The governing body

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

### 6.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

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- 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 body;
- 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 body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- The governing body 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.

### 6.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. The table below shows staff with specific school wide curriculum responsibility:

Subject	Member of Staff for the academic year 2021/22	Member of Staff for the academic year 2022/23
English	Mr A.Neale-Crane	To be confirmed September 2022
Mathematics	Miss J.Burke	Miss J.Burke
Science	Mr S.Sutton	Mr A.Rotherham
Religious Education	Mrs S.Mutchell	Mrs S.Mutchell
Art & Design	Mrs K.Harley	Mrs K.Harley
Computing	Mr R.Eustace	Mr R.Eustace
Design & Technology	Miss K.Taylor	Miss K.Taylor
Geography	Ms S.Wilkinson	Ms S.Wilkinson
History	Mrs N.Lucking	Mrs N.Lucking
French	N/A	Mrs N.Walley
Music	Mrs L.Jones	Mr L.Partridge
Physical Education	Mr L.Partridge	Mr A.Neale-Crane
P.S.H.E. Education including Relationships and Health Education	Mrs J.Hanson	Mrs J.Hanson

Additionally, Mrs D.Bell has school wide responsibility for inclusion – please see the school's 'Inclusion Policy' for further details relating to Mrs Bell's role.

## 7. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through visits to school and meetings with subject leaders.

Subject Leaders are provided with additional non-teaching time to monitor the way their subject is taught throughout the school through:

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- Learning walks and lesson observations;
- Book and planning scrutiny, where applicable;
- Analysis of summative assessments;
- Pupil conferencing.

Following monitoring, Subject Leaders provide class teachers with feedback which they share with the school's leadership team; annually, Subject Leaders provide a summary of all monitoring in the current academic year to the school's leadership team as part of a 'Subject Audit'.

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

This policy will be reviewed every two years by the Deputy Headteacher with responsibility for curriculum. At every review, the policy will be shared with the full governing body.

## **8. Links with other policies**

This policy links to the following policies and procedures:

EYFS policy

Assessment policy

SEN policy and information report

Equality information and objectives

Relationships and Health Education

BCC Policy and Guidance for Educational Visits and Learning Outside the Classroom

Subject policies.