



Curriculum

Date	Review Date	Coordinator	Nominated Governor
Jan 2022	Jan 2024	Sally Purvis	Suzanne Wilce

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils) (England) Regulations 2000
- Education Act 2005
- Education and Inspections Act 2006
- Childcare Act 2006
- Education and Skills Act 2008
- Equality Act 2010
- Education Act 2011

The following documentation is also related to this policy:

- Teaching a broad and balanced curriculum for education recovery' (DfE 2017)
- The Education Inspection Framework (Ofsted 2019)
- An investigation into how to assess the quality of education through curriculum intent, implementation and impact (Ofsted 2018)
- Designing and Timetabling the Primary Curriculum - a practical guide for Key Stage 1 and 2 (Qualifications and Curriculum Authority 2002)
- Equality Act 2010: Advice for Schools (DfE)
- The National Curriculum in England Framework Document (DfE) 2014
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

We have a duty to ensure compliance with the National Curriculum and with the application of the programmes of study and attainment targets. We use the flexibility in the National Curriculum to meet the needs and talents of the pupils in this school.

We are aware that by providing the National Curriculum we are satisfying the requirements of a broad and balanced curriculum.

We believe we give all our children full access to National Curriculum and we enable them to achieve the highest academic and personal standards of which they are capable by providing them with challenges and the life skills that they need in order to take their place in society. We want all our children to succeed.

We work hard to ensure our curriculum and teaching develop resilience and confidence by providing a curriculum that is ambitious for pupils; a curriculum that is logically organised and sequenced within subjects and taught with effective pedagogy so that pupils gain a strong sense of progress and will grow in confidence.



We work hard to ensure that all children, whatever their background, receive the education they deserve; an education that sets up them to succeed. We believe in a curriculum that is coherent and well implemented.

We ensure equality and diversity is embedded in all areas of the curriculum. We work hard to give pupils opportunities to explore prejudice and discrimination, and to positively explore difference in relation to race/ethnicity, religion/belief, gender, disability. We encourage pupils to develop positive attitudes about themselves as well as to people who are different from themselves.

We ensure that all pupils have equal and full access to learning and that the curriculum is inclusive of pupils with special educational needs and disabilities, and pupils learning English as an additional language.

We believe in teaching a curriculum that will widen pupils' knowledge, skills and horizons as we feel a strong curriculum leads to the best results.

We agree with Amanda Spielman (Ofsted Chief Inspector) who states... 'there needs to be no conflict between teaching a broad, rich curriculum and achieving success in exams. A well-constructed, well-taught curriculum will lead to good results because those results will be a reflection of what pupils have learned'.

We provide for all children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development while preparing them for the opportunities, responsibilities and experiences in adult life in democratic Britain.

We see the development of English, Mathematics, Science and I.C.T. as central to our curriculum work, balanced with the humanities and expressive arts. Also, the experiences of the children will be enriched by a range of planned educational visits and extra-curricular activities.

We strive to provide a curriculum that all pupils will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured well-ordered classroom environment.

We ensure teachers:

- 'have good knowledge of the subject(s) and courses they teach;
- have effective support for those teaching outside their main areas of expertise;
- present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching;
- check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback and in doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches;
- design their teaching to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts;



- use assessment well in order to help learners embed and use knowledge fluently or to check understanding and inform teaching;
- create an environment that allows the learner to focus on learning;
- develop a rigorous approach to the teaching of reading in order to develop learners' confidence and enjoyment in reading;
- use reading materials at the early stages of learning to read that are closely matched to learners' phonics knowledge'.

(Amended from the 'Education Inspection Framework' (Ofsted 2019))

Annually we undertake a subject evaluation that is based on the following questions:

- How do we design and provide a curriculum that is broad and balanced for all pupils? (Curriculum Intent)
- How do we deliver our curriculum through teaching, assessment and feedback? (Curriculum Implementation)
- How do we assess pupil achievement through external tests/exam results and by our own school data? (Curriculum Impact)

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy.

Aims

- To work hard to ensure that all children, whatever their background, receive the education they so justly deserve.
- To provide a broad, exciting and challenging curriculum
- To provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain.
- To provide an environment that is fun, stimulating and challenging to all pupils.
- To promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- To equip children with a range of skills and a desire for lifelong learning.
- To evaluate the school curriculum by focusing on curriculum intent, implementation and impact.



- To ensure compliance with all relevant legislation connected to this policy.
- To work with other schools and the local authority to share good practice in order to improve this policy.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum and religious education and taught in according to the locally agreed syllabus;
- responsibility for ensuring the syllabus for religious education reflects Christianity and all main world religions;
- responsibility for ensuring a daily act of worship takes place for all pupils;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities governor to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of listening to pupil views
- nominated a link governor to:
 - ☐ visit the school regularly;
 - ☐ work closely with the Headteacher and the coordinator;
 - ☐ ensure this policy and other linked policies are up to date;
 - ☐ ensure that everyone connected with the school is aware of this policy;
 - ☐ attend training related to this policy;
 - ☐ annually report to the Governing Body on the success and development of this policy
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- work in conjunction with the Senior Leadership Team to ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure risk assessments are:
 - ☐ in place and cover all aspects of this policy;
 - ☐ accurate and suitable;
 - ☐ reviewed annually;



☐ easily available for all school personnel

- organise a series of safeguarding and child protection workshops to inform parents
- ensure compliance with the legal requirements of the National Curriculum and religious education;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- provide an environment that is fun, stimulating and challenging to all pupils;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- equip children with a range of skills and a desire for lifelong learning;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- have in place risk assessments when necessary for safe undertaking of curriculum subjects;
- work in conjunction with the Senior Leadership Team, the Curriculum Leader, Subject Leaders, teaching and support personnel to undertake the following:

We ...	
Intent	▪ have constructed a 'curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life' by:
	▪ provide a curriculum that is 'coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by:
	▪ have the 'same academic, technical or vocational ambitions for almost all learners and we have designed an ambitious curriculum to meet the needs of some learners with high levels of SEND' by:
	▪ ensure 'learners study the full curriculum 'specialising' only when necessary' by:
Implementation	▪ ensure 'teachers have good knowledge of the subject(s) and courses they teach' by;
	▪ provide 'effective support for those teaching outside their main areas of expertise' by:
	▪ ensure 'teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching' by:
	▪ ensure teachers 'check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback' by:
	▪ ensure teachers 'respond and adapt their teaching as necessary, without unnecessarily elaborate of differentiated approaches by:



	<ul style="list-style-type: none">▪ ensure 'over the course of study, teaching is designed to help learners to remember in the long term the content they have been and to integrate new knowledge into larger concepts' by:
	<ul style="list-style-type: none">▪ ensure assessment is used well in order to 'help learners embed and use knowledge fluently or to check understanding and inform teaching' by:
	<ul style="list-style-type: none">▪ 'understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners' by:
	<ul style="list-style-type: none">▪ ensure 'teachers create an environment that allows the learner to focus on learning' by:
	<ul style="list-style-type: none">▪ ensure 'the resources and materials that teachers select reflect the provider's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment' by:
	<ul style="list-style-type: none">▪ ensure 'a rigorous approach to the teaching of reading develops learners' confidence and enjoyment of reading' by:
	<ul style="list-style-type: none">▪ ensure that 'at the early stages of learning to read, reading materials are closely matched to learners' phonics knowledge' by:
Impact	<ul style="list-style-type: none">▪ ensure 'learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well' by:
	<ul style="list-style-type: none">▪ ensure 'learners are ready for the next stage of education, employment or training' by:

(Quotes taken from the Education Inspection Framework (Ofsted 2019))

- work closely with the link governor;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;
 - ☐ observing teaching and learning
 - ☐ work scrutiny
 - ☐ discussions with pupils and members of the school council
- annually report to the Governing Body on the success and development of this policy

Role of the Curriculum Leader

The Curriculum Leader will:



- provide strategic leadership and direction;
- provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain;
- provide an environment that is fun, stimulating and challenging to all pupils;
- promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities;
- equip children with a range of skills and a desire for lifelong learning;
- ensure appropriate coverage of the curriculum;
- provide support and advice;
- monitor pupil progress;
- ensure sufficient and up to date resources are in place

Role of the Subject Leader

There will be a subject leader for each curriculum subject who will:

- lead the development of their subject area throughout the school;
- review progress of their curriculum subject and reports this to the Headteacher and other members of staff;
- have in place a subject action plan;
- monitor medium and short term planning;
- ensure full coverage of the National Curriculum;
- monitor teaching and learning;
- undertake an annual audit of resources;
- work closely with the Headteacher and the nominated governor;
- provide guidance and support to all staff;
- organise training for all staff when required
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- undertake risk assessments when required;
- review and monitor;
- annually report to the Governing Body on the success and development of this policy

Role of Teachers

Teachers will:

- comply with all aspects of this policy;
- undertake careful planning of all areas of the curriculum but will be encouraged to take time to react and to develop those unexpected moments which will further develop children's experiences;
- collaborate on the planning of all areas of the curriculum to ensure parity in provision and to share expertise. Curriculum planning is managed in three phases namely:

□ Long Term Planning

- details what is to be taught over the year



- provides teaching guidelines and overall objectives for each year group for the whole year

☐ **Medium Term Planning**

- organises the subject into termly or half-termly sections
- is more detailed and the objectives are more specific in nature
- is developed by the teachers, who respond to the needs of their pupils
- ensures a balanced distribution of work is undertaken across each term

☐ **Short Term Planning**

- details the subject curriculum over the week
- plans lessons in detail with specific class objectives
- sets individual learning goals for each pupil

- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- be encouraged to develop the curriculum by using the range of cultures that we have within the school;
- maximize learning opportunities by encouraging and developing parental involvement;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three part structure;
- use a range of teaching and learning styles to address the needs of all children;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils will:

- learn to take pride in their work;
- produce work of a high standard or the highest standard they are capable of;
- be encouraged to bring in their own items and information in order to enhance and to take ownership of a topic;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;
- treat others, their work and equipment with respect;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- hand in homework properly completed and on time;



- wear correct uniform
- liaise with the school council;
- take part in questionnaires and surveys

Role of Parents (Parental involvement)

Parents/carers will:

- be encouraged to become involved in curriculum development by helping in school, taking part in curriculum activities and by maximizing learning opportunities between home and school;
- be informed via Seesaw or Tapestry of their child's topics;
- be made aware that they have the right to withdraw their child from all parts of the religious education curriculum;
- be encouraged to take an active role in the life of the school by attending:
 - ☐ parents and open evenings
 - ☐ parent-teacher consultations
 - ☐ star of the week assemblies
 - ☐ school concerts or invitation events
 - ☐ fundraising and social events
- be encouraged to work in school as volunteers;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- ensure regular and punctual attendance;
- notify school on the first day of pupil absence;
- have holidays outside term time and only if authorised by school;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school;
- ensure correct school uniform is worn

Monitoring

Standards will be monitored by:

- | | |
|--|---|
| <input type="checkbox"/> looking at pupils work | <input type="checkbox"/> audit of subjects |
| <input type="checkbox"/> subject observations and learning walks | <input type="checkbox"/> scrutiny of planning |
| <input type="checkbox"/> pupil discussions | <input type="checkbox"/> general curriculum discussions |

Monitoring will be undertaken by subject coordinators and members of the SLT.

Educational Visit and Visitors



- We actively encourage educational visits to link in with topic work.
- Invited speakers will enhance the experiences of the children.

Equal Opportunities

- We aim to promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- We look for ways to encourage both boys and girls in all subject areas.
- By careful monitoring we encourage those underachieving in certain areas.

Special Needs

Teachers' planning caters for the wide ability range by including differentiated opportunities in order for all children to make progress.

Training

We:

- have in place appropriate training for this policy that is undertaken by a registered training provider that covers:
 - ☐ All aspects of this policy
 - ☐ National Curriculum programmes of study and attainment targets for all subjects
 - ☐ Curriculum
 - ☐ Teaching and learning
 - ☐ Planning
 - ☐ Differentiation
 - ☐ Assessment
 - ☐ Monitoring and Evaluation
 - ☐ Special Educational Needs
 - ☐ Academically More Able, Gifted and Talented Pupils
 - ☐ Key skills
 - ☐ Equal opportunities
 - ☐ Inclusion
- ensure the content of all training is correct, delivered well and engages staff as we believe that the more engaging training is, the better the outcomes that we need to measure;
- can provide data that evidences staff understanding by using a simple short multiple-choice test through one of the following applications such as Google Forms, Microsoft Forms, Kahoot or SurveyMonkey;

Safeguarding

We are committed to safeguarding and promoting the welfare of all children as the safety and protection of children is of paramount importance to everyone in this school. We work



hard to create a culture of vigilance and at all times we will ensure what is best in the interests of all children.

We believe that all children have the right to be safe in our society. We recognise that we have a duty to ensure arrangements are in place for safeguarding and promoting the welfare of children by creating a positive school atmosphere through our teaching and learning, pastoral support and care for both pupils and school personnel, training for school personnel and with working with parents. We teach all our children about safeguarding.

We work hard to ensure that everyone keeps careful watch throughout the school and in everything we do for possible dangers or difficulties. We want all children to feel safe at all times. We want to hear their views of how we can improve all aspects of safeguarding and from the evidence gained we put into place all necessary improvements.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Race Disparity Audit

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

In Conclusion

We believe this school policy:

- is an essential part of the school;
- supports staff in managing certain situations;
- forms an important framework that will ensure consistency in applying values and principles throughout the establishment;
- provides guidance, consistency, accountability, efficiency, and clarity on how the school operates;
- provides a roadmap for day-to-day operations;



- ensures compliance with laws and regulations, gives guidance for decision-making, and streamlining internal processes;
- is designed to influence and determine all major decisions, actions and all activities taking place within the boundaries set by them;
- stems from the school's vision and objectives which are formed in strategic management meetings

Headteacher:	<i>Jacqueline Mowat</i>	Date:	January 2022
Chair of Governing Body:	<i>Julia Mardling</i>	Date:	January 2022

Addendum

We acknowledge the recent DfE non-statutory guidance 'Teaching a broad and balanced curriculum for education recovery' which offers suggestions:

- to teachers and leaders in reception and Key Stages 1 to 3;
- to help decide how to prioritise elements within their curriculum for education recovery;
- based on the good practice evident in many schools;
- to continue to teach a broad and balanced curriculum in all subjects including what pupils learn from educational visits and visitors to the school;
- to prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum which includes key knowledge, skills, vocabulary, concepts and the links between concepts;
- to take a subject-specific approach when prioritising what to teach;
- that when making curriculum adjustments they should be informed by:
 - ☐ an understanding of the critical content for progression in each subject;
 - ☐ what pupils do and do not know.
- that questioning and discussion will reveal pupils gaps, misconceptions and insecure knowledge, so that effective can be implemented.

(Amended from 'Teaching a broad and balanced curriculum for education recovery' (DfE))