

# Lockington CE VC Primary School



## Curriculum Policy

**January 2023**

Date Policy Formally Agreed By Governors:	9 <sup>th</sup> January 2023
Date Policy Becomes Effective:	Spring Term 2023
Review Date:	Spring Term 2026
Person Responsible for Implementation and Monitoring:	Headteacher

## 1. Curriculum aims

Our curriculum aims to:

- provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment;
- enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations;
- support pupils' spiritual, moral, social and cultural development;
- support pupils' physical development and responsibility for their own health, and enable them to be active;
- promote a positive attitude towards learning;
- ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support;
- have a high ambition for all pupils;
- equip pupils with the knowledge and cultural capital they need to succeed in life;
- promote the learning and development of our children and ensure they are ready for the next key stage.

## 2. Legislation and guidance

This policy:

- reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach;
- reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010;
- refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.
- acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

## 3. Roles and responsibilities

### 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.

### **The 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 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.

### **Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy:

- The **Curriculum Leader** maintains an overview of the curriculum provided by the school and works in partnership with the **Headteacher** on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.
- **Subject Leaders** ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews. Subject Leaders ensure that pupils' learning becomes increasingly more challenging as they move through the year groups, and maintain an overview of standards within their subject. Subject Leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues.
- **Class Teachers** have the final responsibility to produce class specific, medium and short term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. Class teachers should ask for guidance from Subject Leaders when appropriate and are required to ensure all provision promotes the school vision and values.

#### **4. Organisation and planning**

Our curriculum builds on the child-initiated ethos of the Early Years Foundation Stage. Pupils should be active partners in developing the curriculum. Their questions, interests and ideas are therefore utilised to develop and enhance planned learning experiences.

Throughout Key Stage 1 and Key Stage 2 a wide variety of teaching and learning approaches and styles are used to promote pupil engagement with the curriculum. Staff regularly utilise a range of high-quality resources to encourage independent learning and inspire pupils.

The use of the whole school environment, both inside and outside, is also used regularly to enrich the curriculum. We take advantage of partnerships with the parent, local, national and global communities when these will create real and meaningful contexts within the curriculum for the pupils. This is done through real and virtual experiences that enable pupils to have valuable experiences without physical barriers.

Learning enquiries are a key approach to enable pupil partnership:

1. This starts with an exciting, engaging 'hook'.
2. It is followed by a sharing / discussion of questions, which needs to be explored or solved through the enquiry.
3. Time is given to explore the question, which will involve a series of meaningful and rich activities, which develop the pupils' knowledge, passion and deeper understanding, whilst ensuring the content of the National Curriculum is being covered.
4. Pupils have some time to explore and investigate their own questions.
5. The class check what they have learnt and reflect on where their enquiry has taken them.
6. Learning enquiries will culminate in a celebration of learning which will showcase learning.

#### **Christian Values and Ethos**

As part of the process of designing the curriculum for each half-term, staff will consider how our school values of Compassion, Creativity and Perseverance can be incorporated into and lived out through the teaching and learning.

#### **National Curriculum**

The curriculum provided for our pupils will cover the following National Curriculum subjects:

- English
- Maths
- Science
- Art and Design
- Computing
- Design Technology
- Geography
- History
- Music
- PE

- RE (for which we follow the locally agreed syllabus)
- Languages (French) (in Key Stage 2)

Policies for PSHE and RSE outline how we teach relationships and health education, promote spiritual, moral, social and cultural development and British values.

We recognise and promote the key importance of the core subjects and developing the pupils' expertise in reading, writing and maths. We aim to activate the pupils' learning in these subjects in innovative, creative and exciting ways. We firmly believe that this should be balanced within both the whole National Curriculum and the wider school curriculum. The curriculum should not fully prioritise Core subject learning at the expense of a broad and balanced curriculum or pupils' holistic development, but each should support and enhance the other aspects.

We plan for the National Curriculum content to be covered in less than 100% of the teaching time, to allow for thinking and improvement time following feedback which will ensure feedback is acted upon. This should also allow time for additional learning events to take place and for pupils' ideas and interests to be utilised and explored.

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

There are numerous opportunities for supporting the pupils' SMSC development through all areas of the curriculum:

- Spiritual development is promoted through RE sessions, a range of Collective Worships and opportunities for reflection.
- Moral development is promoted through PSHE themes, discussions about class and school rules, and Collective Worship.
- Social development is promoted through a wide range of collaborative learning experiences and opportunities for play, PSHE, the School Council, community events and Collective Worship themes.
- Cultural development is promoted through specific learning enquiries and through positive enquiry into cultures within our locality, our country and the wider world.

See our EYFS policy for information on how our early year's curriculum is delivered.

### **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, 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.

## **6. 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
- Pupils Premium
- Equality Policy

## **7. Monitoring and review**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through: e.g. school visits and meetings with the school council.

Subject leaders monitor the way their subject is taught throughout the school by: planning scrutinies, learning walks, book scrutinies, etc. They also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every three years by headteacher and teaching staff. At every review, the policy will be shared with the full governing board.

Member of staff responsible: Curriculum Leader (Julie Cattle)

Date policy written: November 2022

Date approved by full Governing Body: 9<sup>th</sup> January 2023

Date for next review: Spring Term 2026

Signature (Head)

Signature (Chair of Governors)



Julie Cattle (09.01.23.)



Graham Parr (09.01.23.)