

Curriculum policy



Fressingfield Church of England Primary School

Approved by:

(Chair of Governors) Date: January 2020

Last reviewed on: January 2020

Next review due by: January 2021

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1. Curriculum aims and overview

Overview

At Fressingfield CofE Primary School our curriculum is underpinned by a shared vision for the school, as agreed by parents, staff and governors. The vision feeds into our curriculum drivers (see below) and ultimate is lived through our academic and wider curriculum.

Our School Vision

At Fressingfield Primary School our values and ethos are underpinned by our Church of England association and origins. We are here to serve the whole of our community, whatever their beliefs, welcoming those of all faiths and of no faith.

The staff and governors of the school are committed to:

- ❖ Inspiring our children always to do and be the very best that they can
- ❖ Valuing and supporting every child and member of staff as a unique individual within a caring, safe and happy school
- ❖ Developing an outstanding school where our children make excellent individual progress beyond the national averages and all members of our school are motivated to meet the associated challenges
- ❖ Providing an inspirational and fun environment and curriculum to stimulate a life-long love of learning and enthuse our children and staff in their exploration of knowledge
- ❖ Being at the heart of the community we serve and preparing our children to meet the future challenges of the wider world

What Drives Our Curriculum Design?

We want our children to be:

❖ **Lifelong learners** - the Effective Lifelong Learning Inventory (ELLI)

ELLI is an initiative that has been created to help young children gain a greater understanding of the different ways in which they learn. By helping them to understand what they need to do to get better at learning, we can help them to become more effective and successful learners.

❖ **Embedded in our community (Church, local area and groups)**

We want our children to be positively involved with their local and wider community, developing a sense of pride in themselves and respect for others. We believe they need to have a highly developed emotional literacy and excellent manners in order to experience positive relationships. We believe in the power of the school and wider community to change and enhance lives.

❖ **Healthy for life (mentally physically and physical well-being)**

It is important to us that all members of our school community are healthy - physically and mentally. Throughout life, our children will face many difficult challenges and need to have the mental and physical strength to be successful and happy.

❖ **Environmentally aware**

We believe our children need to know about and understand the world that is beyond their immediate doorstep. They need opportunities to experience the richness of its diversity and show they care about its management and sustainability.

❖ **World citizens**

Children cannot aspire to things they have never encountered. We will work to broaden our children's horizons, help them develop a respectful understanding of other cultures whilst expanding their knowledge of the world of the work by nurturing their interests. As well, we want to encourage fearlessness of what is new or unknown.

Our curriculum aims/intends 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 academic and technical 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 youngest children and ensure they are ready for Key Stage 1

2. Legislation and guidance

Academies, including free schools, that follow the National Curriculum insert:

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

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.

This policy complies with our funding agreement and articles of association.

All schools with early years provision add:

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. Roles and responsibilities

3.1 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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- 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

3.2 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
- 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

3.3 Other staff

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

4. Organisation and planning

The curriculum is organised and delivered in your school in the following ways:

- The curriculum is underpinned by a thematic approach that aims to engage children and bring meaning to their learning
- The curriculum follows the minimum requirements of the national curriculum to aid children's transition to our local high schools that also follow the national curriculum. However, the school extends beyond the curriculum requirements and has an extensive extended curriculum
- Individual subjects curriculums are designed to be progressive in terms of skills and knowledge
- The school fully embeds the following areas within the curriculum:
 - Relationships and health education
 - Relationships and sex education
 - Spiritual, moral, social and cultural development
 - British values
- Teachers are expected to fully plan and deliver the curriculum by making effective short, medium and long-term plans. Long term plans are designed and agreed by all subject leaders, medium term and short term planning are the responsibility of the class teachers
- Subject leaders are responsible for working with teachers to ensure the curriculum is fully resourced
- See our EYFS policy for information on how our early years 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, Teaching and Learning policies.

6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- school visits
- meetings with the children
- meetings with teachers and subject leaders
- meetings with the headteacher to discuss academic and social outcomes for children

Subject leaders monitor the way their subject is taught throughout the school by:

- planning scrutinies
- learning walks
- book scrutinies
- moderations
- discussions with children

Subject leaders also have responsibility for supporting teachers in resourcing their subject areas, monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the headteacher and governors standards committee. At every review, the policy will be shared with the full governing board.

7. 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
- Teaching and Learning policy