

Coleham Primary School



Curriculum Policy

Policy Date-Autumn 2019
Review Date-Autumn 2021

1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Adhere to our Hallmarks document , which gives details about what we believe makes an outstanding curriculum (see appendix A)
- It is underpinned by our aims, values and purpose (see appendix B)
- 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, with high expectations for every pupil and appropriate levels of challenge and support
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

2. Legislation and guidance

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 the school has 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.

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 Local Governing Body

The Local Governing Body will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The Local Governing Body will also ensure that:

- Curriculum priorities are in place and that aspirational targets are set in key year groups
- 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

- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 Headteacher

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

- All required elements of the curriculum 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 Local Governing Body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Local 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 SEND.

3.3 Other staff

All other staff will ensure that the school curriculum is implemented in accordance with this policy. Subject leaders are responsible for monitoring the way their subject is taught throughout the school and for the following in relation to their subject:

- Ensuring that their subject progression document is complete and reflects the National Curriculum 2014 and our school Hallmarks document (see appendix A)
- Monitoring the delivery of their subject area and scrutinising work to ensure curriculum coverage for their subject area
- Gaining feedback from staff and pupils regarding the contents of the curriculum, making changes where appropriate
- Providing regular curriculum updates in staff meetings regarding their subject area
- Ensuring that all teachers assess their subjects (using the subject progression documents) and record this data onto Insight (our school tracking system). This data should then be analysed by subject leaders
- Being responsible for monitoring the way in which resources are stored and managed and ordering new resources, when necessary
- Providing support regarding curriculum content to any teachers/staff who may need it in relation to their subject area.

NB all subject leaders will be provided with release time in which to carry out this work. Half a day will be provided in the Autumn term and 1 day in the Spring and 1 day in the Summer terms.

4. Organisation and planning

Explain how the curriculum is organised and delivered in your school. You may want to include details of:

- Our curriculum is topic based, usually with one topic per half term and the topics selected by subject leaders have been chosen because we feel that they will interest and excite the children in their learning. We aim to link subjects where possible, creating meaningful links so that contexts for learning are real, thus stimulating the children's interests. When it is not possible to create meaningful links between subjects, topics are taught discretely.
- Our curriculum reflects the richness of our local area, therefore there are many links to our local area and we regularly take the children out into the local area to enrich their learning (e.g. the Quarry, to the Shrewsbury Museum/Shrewsbury Castle, Roman remains at Wroxeter etc). These first hand experiences interest and excite the children in their learning. In addition, we build in opportunities for the children to learn about current affairs, linking their learning with local, national and international matters of interest/issues
- Coleham's curriculum is underpinned by our school aims, values and purpose and it aims to develop the whole person, providing them with knowledge, skills and understanding to succeed in life. Keeping our children healthy both physically and mentally is really important. PE is taught for 2 hours per week to each class and many of our children take part in after school and lunchtime clubs. Indeed, the curriculum outside of the classroom is just as important to us as the one inside the classroom and the array of clubs that we offer is vast, allowing children to develop other hobbies and interests. We aim to support learners to develop resilience, confidence, independence and we practice mindfulness on a regular basis to all children in school.
- We believe that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. Therefore, sex and relationship education is taught to all children in school regularly in an age appropriate way. As part of our curriculum, we also promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school.
- Our curriculum also prepares learners for life in modern Britain and the wider world, equipping them to be responsible, respectful, active citizens who contribute positively to society and who appreciate diversity.
- Year group partners produce long-term plans, which demonstrate links between subjects and show curriculum coverage over the course of the year. These plans are live documents to be tailored and amended, allowing the opportunity to build in any topical current affairs and/or links to the children's interests etc.
- Year group partners are also expected to produce more detailed short term plans for maths and English and medium term plans for other subjects, where appropriate.

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 SEND policy and Information Report.

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:

- Termly link governor meetings, during which time the curriculum is discussed and governors have chance to ask challenging questions to members of the SLT
- Learning walks conducted by governors with members of the SLT
- Governor meetings with the School Council/Eco Council

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

- Conducting regular learning walks
- Scrutinising long term planning documents
- Book scrutinizes
- Discussions with staff/pupils.

This policy will be reviewed every 2 years by the Headteacher and the governor who has responsibility for curriculum coverage/delivery. At every review, the policy will be shared with the Local Governing Body.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality information and objectives

Appendix A

Hall marks of an outstanding curriculum at Coleham
It meets the requirements of the 2014 NC
It is underpinned by our aims, values and purpose*
It develops the whole person, providing them with knowledge, skills and understanding to succeed in life
It is ambitious*, broad, balanced and has clear progression in subject knowledge and skills
Is filled with rich first-hand experiences and memorable moments
Is flexible and responsive to individual needs, interests and local/national/current issues.
Uses people and resources in our community and beyond to enrich the curriculum?
It extends beyond the core subjects, enabling children to discover talents and interests
It supports learners to develop resilience, confidence, independence and to keep physically and mentally healthy.
Makes meaningful links between areas of knowledge across the curriculum and the major issues of our time
It prepares learners for life in modern Britain and the wider world, equipping them to be responsible, respectful, active citizens who contribute positively to society and who appreciate diversity.

Appendix B

Aims, values and purpose Coleham Primary School

Aims

Our overall vision at Coleham is: “For every child, an excellent education.” We aim for our creative curriculum to provide rich, varied and authentic, first hand learning experiences and memorable moments that will stay with our children for the rest of their lives and inspire them to become life-long learners and experience an excellent education whilst at our school.

Purpose

The purpose of our curriculum is to motivate, challenge and excite all pupils, enabling them to be active learners, who engage in teamwork and problem solving to develop their knowledge and skills. Not only do we nurture and prepare our children educationally but also socially, morally and physically for their continuing education into the next phase and beyond into citizenship.

Values

Creativity, friendship, kindness, honesty, co-operation, respect, perseverance, ambition.

