

Weston Turville CE School

TO PURSUE WISDOM WITHIN A CHRISTIAN ETHOS

Curriculum Policy

Co-ordinator:	SLT
Policy agreed:	Spring 2020
Adopted by staff:	Spring 2020
Adopted by Governors:	Spring 2020
Next review date:	Spring 2024

Policy statement

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (Key Stage 1 and 2 ready, and secondary ready), and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

This policy makes reference to The New National Curriculum 2014. It is available to parents and prospective parents on the school's website and by request from the School Office.

Aims

- Provide a broad and balanced education for all pupils
- Promote a positive attitude towards learning
- The school's values and ethos will be interwoven through the teaching and learning
- Ensure equal access to learning with high expectations for every pupil and appropriate levels of challenge and support
- 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
- Ensure that all teachers and other professionals are "lifelong learners", committed to an ongoing development of their own knowledge and skills to optimise the pupils' learning experiences
- Ensure that a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school
- Ensure that all pupils from the earliest opportunity, are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience

- Children are provided with the knowledge and skills necessary to achieve their full potential in statutory tests

Legislation & 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 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.

Roles and responsibilities

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
- 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

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
- 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 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

Other staff

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

Organisation and planning

At Weston Turville CE School we teach the curriculum through a thematic approach which encompasses cross curricular learning and ensures progression in both skills and knowledge. Each theme covers at least half a term and is reviewed regularly to ensure coverage, progression, accessibility and current affairs.

Topic webs and knowledge organisers are created by all teachers and monitored by co-ordinators. These can be found on the website. Teachers also use medium term plans to map out coverage on a weekly basis within topics to include cross curricular links, opportunities for outdoor learning and opportunities for extended writing. Proformas are provided for weekly English and maths planning, and it is expected that teaching staff provide weekly plans to meet

the needs of all children.

Coordinators monitor resources available to achieve a full, broad and balanced curriculum, and will update and renew resources as needed. Class teachers keep many topic based resources in classrooms. Many resources relating to science, geography and computing can be found in 'The Hub'. The Technology Cupboard can be found between classes 1 and 2. The school also pays a subscription to various organisations who provide online resourcing.

Where relevant we relate our curriculum to the immediate and local area and invite local residents to share their knowledge to enhance teaching and learning. Sports Premium Funding is used to develop the teaching and learning of PE within the school, and to promote healthy lifestyles.

Subjects are taught and assessed in line with school action plans and policies which can be found on the school website.

See our EYFS policy for information on how our Early Years curriculum is delivered.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set challenging targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND and/or disabilities can study every National Curriculum subject and ensure that there are no barriers to pupil achievement.

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.

Provisions to close the gaps in learning are undertaken by class teachers and TAs, sometimes in

consultation with outside agencies, so as to provide pupils with the skills, knowledge and confidence to access the curriculum. These provisions are recorded and reviewed on the Edukey program.

Pupil Premium Funding is used to support disadvantaged children, providing them with life skills and experiences relevant to their learning, and resources to fully access and engage with the curriculum.

Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through termly visits and meetings with subject co-ordinators. Governors for each subject feed back at Governor meetings.

Heads of Infants and Juniors liaise with co-ordinators to track and monitor progress across the curriculum in their key stages.

Subject co-ordinators monitor the way their subject is taught throughout the school by undertaking learning walks, book scrutinies, moderations, pupil interviews, lesson observations, leading teacher training, liaison group meetings, audit of knowledge organisers and resources.

This policy will be reviewed every 2 years by the SLT. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment, Recording and Reporting policy
- Home Learning policy
- Feedback policy
- Subject policies and action plans
- SEND policy and information report
- Equality information and objectives