

# SELATTYN PRIMARY SCHOOL



# Curriculum Policy

Revised and updated March 2023

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### 1. Curriculum aims

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential. We strongly feel that our curricula should be child and cohort driven with an overriding emphasis on personalised learning journeys that enhance self-esteem and nurture the sense of achievement for all. We acknowledge the importance of basic skills, achievement and attainment but focus on progress and celebrate success in whatever size step it comes in. We want our new curricula to reflect the Ethos of our school with its Christian values and positive, supportive philosophy.

Our school curriculum is underpinned by the values that we hold dear at our school.

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main values of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, an acceptance and realisation that each child's abilities, capabilities, aptitudes and needs are different.
- We value the spiritual, moral, cultural, mental, social and development of each person, as well as their intellectual and physical growth.
- We proudly uphold Christian values, which are present both extrinsically and intrinsically throughout the day to day framework of our school learning environment.
- We value the importance of each person in our community. We are an inclusive learning environment. We organise our curriculum so that we promote co-operation and

understanding between all members of our school community, our local community and wider communities and we value the benefits of shared initiatives and expertise.

- We value the rights enjoyed by each person in our society. We respect each child and adult in our school for who they are, and we treat them with fairness and equality. We aim to enable each person to be successful, and we provide equal opportunities for all the children and adults in our school.
- We place a high value on considerate and appropriate behaviour and nurture a culture of respect for each other and ourselves.
- We value our environment, and we aim, through our curriculum, to teach respect for our world, God's environment, and how we should take care of it for future generations, as well as for ourselves.
- We value independent learning as a life skill and our curriculum reflects and provides opportunities for this. We encourage independence and self motivation and value the development of lively and enquiring minds.
- We value high expectations and promote high standards across the curriculum in all areas and subjects and value the belief that every child will achieve their true potential.

## 2. Legislation and 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](#).

## 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
- › 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

### 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
- › 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

### 3.3 Other staff

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

All teaching members of staff will be responsible for leading and managing areas of the curriculum. This will include:

- › Planning and preparing schemes of work and policies
- › Providing support and training to colleagues
- › Resourcing their subject areas
- › Monitoring and evaluating progress across the school in their subject areas
- › Attending curriculum meetings as and when needed to provide updates
- › Ensure progression is paramount across all age ranges

## 4. Organisation and planning

- We plan our curriculum in a two year cycle. Our pupils are taught in 4 classes. Reception and Year One, Years Two and Three mixed, Years 4 and 5 mixed, and Year 6 who are taught as a year group in the mornings and then work with Year Four and Five during the afternoon sessions. Our planning and curriculum is based on the National Curriculum and augmented by our own Local Curriculum. We agree long-term plans for each class taking in to account the relevant key stages. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on a regular basis with subject leads preparing these plans.
- With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We follow guidance and objectives from the latest National Curriculum and Early Years Learning Goals. We take our medium-term planning directly from the guidance documents. We use the national schemes of work for much of our medium-term planning in the foundation subjects.

- Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives and outcomes for each session, and to identify what resources and activities we are going to use in individual lessons.
- In the Foundation Stage, at Key Stage 1 and lower key stage 2 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully and progressively, so that there is coherence, progression and full coverage of all aspects of the relevant stage of the National Curriculum.
- At Upper Key Stage 2 the curriculum at our school places a greater emphasis on the core and foundation subjects. Core subjects are taught discretely with some natural links to other areas of the curriculum and foundation subjects may be taught discretely if no links are appropriate or meaningful.

- Our Local Curriculum was formalised following the 2014 Government initiative which states:

*From September 2014, schools must innovate and determine additional educational provision which they judge appropriate for their setting, which forms the Local Curriculum.*

*Briefly, this strand should deliver supplementary areas of learning which enhance and include; knowledge, understanding, skills and attitudes and vocational learning options.*

*This strand should also expand and contextualise the content of the subjects covered in the National and Basic Curricula.*

The priorities for our Local Curriculum, what we believe should be our perceived emphasis can be listed as follows:

- Independent learning opportunities
- Social skills
- Problem solving skills
- Global awareness
- The environment
- Healthy choices

These 6 strands can be arched by the heading of “*Learning for Life!*”

Local Curriculum at Selattyn C. E. Primary School will be organised as follows:

Learning will be centred around 5 key elements that contribute to the wider theme of “Learning for Life.”

We have 5 mixed aged school house cohorts, therefore each family will work on one key element at a time and children will rotate around all five elements in an academic year.

Key elements:

- Learning Outside the Classroom [*Forest School Activities*]
- Team Learning and Leading [*Orienteering Activities*]
- Mental Health Awareness [*Resilience, positivity and a healthy mind*]

- Healthy Life Challenge [*Healthy Choices and Exercise*]
- Hope [*Learning about and thinking about 'Hope' in our lives*]

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 policy and information report.

## 6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Our Governing Body's Standards and Curriculum Committee is responsible for monitoring the way the school curriculum is implemented.
- The school has named Link Governors for Standards and Quality of Teaching, Achievement of Pupils, and Early Years Foundation Stage. These areas cover the school curriculum. The specific Governors liaise with the relevant staff and monitor the way the school curriculum is implemented.
- The class teacher is responsible for the day to day organisation of the curriculum and daily planning.
- The headteacher and subject leads monitors (where applicable) the curriculum content for all classes and lesson plans of all teachers throughout the year.
- Subject leaders monitor the way their subject is taught throughout the school.
- Class teachers are responsible for implementing the medium and long-term planning which has been developed with the subject leader and Headteacher.

Subject leaders have responsibility for the purchase, storage and management of resources

## 7. Links with other policies

This policy links to the following policies and procedures:

- › EYFS policy
- › Assessment policy
- › Non-examination assessment policy
- › SEN policy and information report

➤ Equality information and objectives