



Naunton Park Primary School

Curriculum Policy

Last review date: January 2021
Next review date: January 2022

Curriculum intention

Our curriculum intends to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards gaining knowledge and skills for future learning and employment.
- Develop pupils' resilience.
- 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.
- Enable children to contribute positively within a culturally diverse society.
- Support pupils' physical development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong 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/vocational/technical ambition for all pupils.
- Enable all children to have respect for themselves and others and work cooperatively with others.
- Recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.

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](#).

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 (SEND).
- 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 the appeals process with regards to the disapplication pupils from all or part of the National Curriculum.

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 implemented in accordance with this policy.

Within the school's organisation each class teacher takes on the responsibility for leading on a subject area. It is the role of subject leader to:

- Keep up to date with developments in their key area of learning at both national and local levels.
- Ensure they are aware of the intent, implementation and impact of their subject area – all subject leaders have created a document to reflect this.
- Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities.
- Maintain the policy for their subject area.
- Lead sustainable improvement through supporting colleagues and others.
- Review curriculum plans for their key areas ensuring there is full coverage of the National curriculum and that progression is planned for.
- Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment.
- Evaluate teaching and learning and assessment within their subjects.
- Audit, order and manage resources to enhance learning experiences for the pupils.

Teachers and teaching partners have the responsibility of ensuring that the intent of each curriculum area is implemented for each child so that they can make progress with their learning.

Organisation, implementation and planning

Our curriculum is the means by which we achieve our objectives of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. Our school curriculum is underpinned by our principle value of providing high quality educational experiences that are focused on continued improvement in whole school standards and the development of independent and responsible learners who know how best they learn and how best to improve.

We plan our curriculum ensuring we meet the requirements of the National Curriculum and the Early Years Curriculum. We plan the curriculum carefully, so that there is coherence and full progression in its coverage. Our curriculum is designed to ensure that children develop the skills they need to become confident, self-motivated learners, who can engage with and solve challenges innovatively.

We plan each term or half term around a '**Big Question**'. This question forms the basis of the topic and has a cross curricular approach, where appropriate, whilst also recognising the skills and knowledge necessary to be a 'historian' or a 'geographer', for example.

'Wow' learning is incorporated into each Big Question. Teachers plan opportunities to create experiences of awe and wonder and break away from the 'norm'. Excitement builds, perhaps even before the Big Question is launched, and children are fully engaged and desperate to learn more.

With regards to termly planning, each term (6 times per year), teachers produce a Big Question Curriculum document which details the objectives for each subject area for that term; this is then shared with parents.

Teachers also produce a weekly plan in a style that is most useful to them, in order for them to plan for the best possible outcomes for their children. The move away from dictated styles of weekly planning grids and checks has been as part of the recognition of the importance of staff wellbeing.

For some curriculum areas, we make specific use of schemes of work or planning tools e.g.

- Phonics Bug – early phonics
- White Rose Maths
- Can Do Maths
- Real PE
- Gloucestershire SACRE

We value the need to educate children about the world around them, including current affairs in the news.

We recognise the need to develop resilience within our children and activities within our curriculum reflect this e.g. finding opportunities for children to problem solve or investigate.

Through our school values (decided upon by children, staff, governors and parents) we encourage children to be kind, respectful, responsible, resilient, determined and curious.

We teach and promote the British Values (democracy, rule of law, individual liberty and respect/tolerance) both through the PSHE curriculum and throughout other subject areas. We recognise the need for our children to internalise these values in order to be British citizens who make a positive contribution.

It is with both these sets of values, and our curriculum objectives, that we are able to plan effectively to deliver an all-encompassing and balanced education for our children.

We have a separate policy for Relationships and Sex Education and are preparing for the statutory changes due for implementation in September 2021.

Please see our EYFS policy for information on how our early years' curriculum is delivered.

We have Subject Leaders for all curriculum areas are responsible for monitoring the implementation of their subject, along with Senior Leaders of the school.

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:

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

Teachers, supported by the SENDCo, will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil making progress.

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.

Monitoring arrangements

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

- An annual Governor Monitoring Plan.
- Structured link Governor visits.
- Visits to classrooms to see learning in action.
- Updates via committee/full governing body meetings.
- Discussions with children.

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

- Work scrutinies.
- Pupil conferencing.
- Lesson visits.
- Monitoring of curriculum coverage.
- Analysis of data where appropriate.
- Meeting with link Governors.

Subject Leaders] also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Curriculum committee. At every review, the policy will be shared with the full governing body.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Teaching, Learning and Assessment policy
- SEND policy and information report
- Equality information and objectives
- Pupil premium strategy document
- RSE policy
- Curriculum policies