

# Dordon Primary School



## Curriculum Policy

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Date: October 2021

Date for review: October 2023

Approved by  
governors: 18<sup>th</sup> October 2021

# **Dordon Primary School**

## **Curriculum Policy**

### **Aims**

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- 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
- Provide pupils with the culture capital they need to be effective citizens

### **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.

It complies with our funding agreement and articles of association.

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**

#### **School Standards Committee (SSC)**

The SSC will monitor the effectiveness of this policy and hold the Executive Headteacher to account for its implementation.

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

## **Executive Headteacher**

The Executive 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 SSC
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The SSC is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The SSC 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
- Support teacher subject knowledge providing effective CPD where needs are identified through monitoring or by staff

## **Other staff**

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

Subject leaders are responsible for monitoring and evaluating the curriculum provision and implementation of their subject. This will take place as part of the school's ongoing cycle of monitoring and evaluation including the use of Deep Dives.

Class teachers will provide a broad and balanced curriculum for pupils in their care. They will ensure their own subject knowledge is sufficient to teach each subject to the appropriate depth for the children in their class. They will evidence the acquisition of skills through written work, displays, photographs, etc.

## **Implementation and planning**

The curriculum follows a thematic approach with pupils being taught a range of foundation subject skills across subjects linked to a theme. The core of our curriculum, from Reception to Year 6, stems from Cornerstones where clearly planned sequential units, building on skills are available to ensure the depth and breadth of the curriculum is being taught. Where possible, teachers adapt these units to reflect the local circumstances of school, enhancing the learning and making it more purposeful. Further schemes enhance provision in other subjects including Language Angels, Charanga and Get Set 4 PE. All National Curriculum programmes of study are taught in school ensuring our curriculum is broad and balanced providing a rich experience for pupils in school.

For core subjects the National Curriculum is delivered through schemes: Power of Reading for English and White Rose Maths. As with foundation subjects, the schemes are adapted to meet the needs of pupils and address any gaps in prior knowledge but by using these approaches we are ensuring a systematic and progressive sequence of learning that allows pupils to develop fluency.

The school follows Protective Behaviours to teach pupils about personal safety and their rights. This is complemented by the My Friends, Family and Feelings programme which teaches pupils about Relationships and Sex Education at an age appropriate level. Both programmes operate across school from Reception to Year 6.

SMSC forms a crucial part of the curriculum and forms a thread throughout all the work completed in school. As a school which is not culturally diverse, school seeks opportunities to broaden pupils' horizons through use of Love to Celebrate - a scheme to deliver the RE curriculum, visiting places of worship - the expectation is every year group goes on an RE visit each year, and visitors into school to talk about different spiritual and cultural experiences.

British values are embedded into aspects of school curriculum and are made explicit to the children when they are being taught.

At the start of each year, a long term plan is created that maps out the skills that will be taught in each half term and the theme that will be the vehicle to deliver these.

Short term planning is required for all subjects with a focus on specific skills and vocabulary being taught, how lessons will move on to provide challenge and depth and how individual pupils will be supported to achieve the learning outcome.

Each subject has a budget allocation determined at the start of each academic year. Subject leaders are delegated the responsibility for auditing current resources and supplementing these with new resources deemed necessary to enhance the provision in school.

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 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.

## **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:

- Reviewing assessment information for all subjects

- Meeting with subject leaders to discuss provision
- Looking at pupils books to see the range of learning and the depth in which it is being covered
- Meeting with pupils, including school council, to seek their views on the curriculum
- Learning walk in school to see the breadth of subjects being taught

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

This policy will be reviewed every two years by the Executive Head. 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 policy
- SEN policy and information report
- Equality information and objectives
- EAL policy