



Grangefield Primary School

Curriculum Policy

Last Review Date:	
Next Review Date:	

Curriculum Intention

The Curriculum is all the learning and experiences, formal and informal, which a school provides for pupils. Our aim is to give our pupils an education that is exciting and worthwhile, prepares them for life beyond school, and lays the foundations for lifelong learning. In meeting these aims we have four school drivers:

- **Solid Foundations** - We place a strong emphasis on English and Maths; being a confident reader, writer and mathematician enables success across the curriculum, ensuring our children are fully prepared for their next step in education.
- **Global Child** – By having the opportunity to learn about different places in the world, including their local community and Great Britain, we want our children to become Global citizens and have respect for all cultures and the environment. Having a strong grounding in their own community and culture enables the interpretation of another culture and we inspire our children to be curious about the world and the need to preserve it.
- **Good To Be Me** – We explore wellbeing, resilience and embrace uniqueness. By celebrating the good things that children do in school, at home and as part of the community, we build their confidence and self-esteem. Through this they will be happy, strong, kind individuals with personal and emotional skills to help them thrive in life.
- **Growth Mindset** – Based around a learning theory developed by Dr Carol Dweck, we believe that by encouraging children to have a growth mindset they will have a positive attitude to learning, embracing mistakes as opportunities for growth and putting energy into overcoming challenges.

Underpinned by our school values (including British values) and our curriculum drivers, our academic curriculum uses either the EYFS or the National Curriculum as the basis for content and expectations.

The breadth of our curriculum is designed with the following intention:

- To provide a coherent, structured academic curriculum that leads to sustained progress in knowledge, understanding and skills.
- To foster in every child the characteristics of effective learning, such as:
 - curiosity;
 - independent thinking and reasoning;
 - ability to apply knowledge and skills;
 - enjoyment and fascination;
 - imagination and creativity;
 - ability to reflect; without fear of making mistakes
- To promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- To enable all pupils to develop and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain.

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

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 SEND.

Other staff

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

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

- Keep up to date with developments in their subject 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 subject 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 assistants 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.

Implementation

We plan our curriculum ensuring we meet the requirements of the National Curriculum and the Early Years Curriculum, and by focussing on our curriculum drivers. We plan the curriculum carefully, so that there is coherence and full progression in its coverage. 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, responsible and resilient learners.

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- 1) Learning is most effective when spaced rather than blocked.
- 2) Interleaving helps pupils to discriminate between topics and aids long-term retention
- 3) Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

Most of our content is subject specific, but we make relevant links with learning in other subjects as subject specific knowledge can be mutually reinforcing. We make it clear to the children what they are learning within a subject and how this knowledge fits in with their existing understanding.

We have structured this so that:

- a) Each year group has a clear list of what must be covered (long term planning)
- b) Each subject has a clear overview of what is taught and when (curriculum progression maps and subject overviews)
- c) We have clearly defined end points against which the children are assessed (using National Curriculum and National Assessment Frameworks)

We believe good planning is critical and fundamental in providing the structure and architecture for pupils learning. When planning teachers start by identifying the 'what' and 'why' of the content to be taught. In some subjects we plan each term or half term around a 'Big Question'. This question forms the basis of the learning, in one or more subjects where appropriate, whilst also recognising the skills and knowledge necessary to be a 'historian' or a 'geographer', for example. The children understand that throughout their learning they are gaining knowledge and skills to be able to answer the 'Big Question'.

We plan opportunities for the children to demonstrate their gains in knowledge and skills with the lesson outcomes, and mini and final outcomes throughout a block of learning/topic. These are the things which pupils write, say or draw, the low stakes tests they complete or the things they make. In order to motivate the children to produce work of excellence, we use audiences wherever possible and provide opportunities for them to gain feedback.

Teachers produce termly and weekly plans 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 high quality schemes of work or planning tools e.g.

- Read Write Inc. – early phonics and spelling
- White Rose Maths
- Real PE
- Gloucestershire SACRE
- Charanga Music
- Kapow Art and Design
- Jigsaw PSHCE

We value the need to educate children about the world around them, including current affairs in the news, and local or global events.

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.

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 and highly value links with the community.

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.

Senior and Subject Leaders monitor the way the curriculum is taught throughout the school through:

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

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 and Learning Policy
- Assessment Policy
- Feedback Policy
- SEND policy and information report
- Pupil premium strategy document
- RSE policy
- Curriculum policies and subject overviews