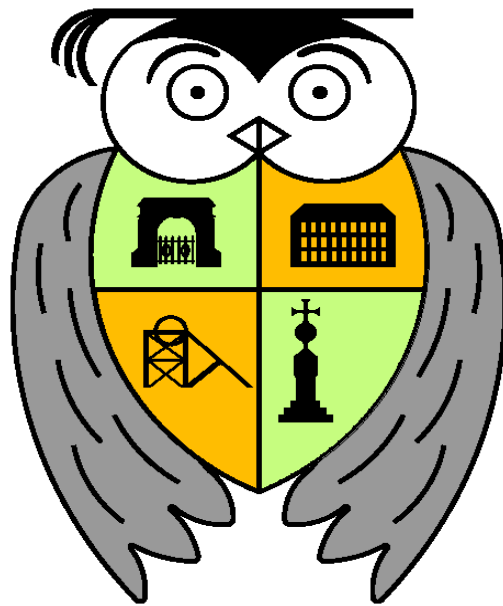


Curriculum policy

Barlborough Primary School



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Contents

1. Curriculum aims.....	2
2. Legislation and guidance.....	3
3. Roles and responsibilities.....	3
4. Organisation and planning.....	5
5. Inclusion.....	6
6. Monitoring arrangements.....	6
7. Links with other policies.....	7

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences and needs into account. Our curriculum has been designed by all staff in consultation with governors, parents, pupils and our local secondary schools (see Curriculum Vision).

1. Curriculum aims

Our curriculum aims/intends to:

- › Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- › Develop pupil communication and social skills
- › Develop enquiring minds and pupil initiative
- › Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- › Support pupils in working well independently and collaboratively, understanding the importance of teamwork
- › Support pupils' spiritual, moral, social and cultural development including respecting and valuing themselves, other people and the environment and accepting cultural diversity as positive and interesting
- › Help pupils respond thoughtfully and respectfully to spiritual, moral and religious questions/issues
- › Support pupils' physical development and responsibility for their own health, and enable them to be active
- › Support pupils in understanding how to manage risk and keep safe
- › Support pupils in taking responsibility for their own actions and making informed choices.
- › Promote a positive attitude towards learning
- › Develop pupil self-esteem and self-confidence
- › 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 providing opportunities for pupils to acquire knowledge, skills and attitudes relevant to the changing world in which they live, including technological developments and enterprise.
- › Equip pupils with the knowledge and cultural capital they need to succeed in life and lifelong learning
- › Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

In order to achieve these aims we will provide:

- › A broad, balanced, relevant and enriched curriculum
- › A welcoming, stimulating and safe learning environment
- › High expectations of our children and ourselves
- › high quality teaching using a variety of teaching strategies to develop enquiring minds
- › a range of resources that are effectively used to support learning
- › equal access to all aspects of the curriculum and school life
- › support, guidance and training for all those who teach and work with our children
- › learning opportunities and links with our village, local region and wider world
- › recognise and celebrate achievements in all areas of school life
- › effective liaison with parents, continuously working together
- › support and care, and staff who listen to children's problems
- › a team who work enthusiastically together, supporting each other, to achieve our vision and aims.

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 Teaching and other staff

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

- › Provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education
- › Ensure children are safe in school and that their wellbeing is given the highest priority. PSHE sessions will be used to ensure the children know how to keep safe and how to live happy and healthy lifestyles
- › Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
- › Ensure that each child's education has continuity and progression
- › Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most-able, the disadvantaged, LAC, EAL and those who are experiencing learning difficulties
- › Ensure that there is a match between the child and the tasks he/she is asked to perform
- › Treat children in a dignified and respectful way
- › Create and maintain an exciting and stimulating learning environment
- › Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process;
- › Prepare children for life in modern Britain by teaching the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

3.4 Children

When engaging with the curriculum, the children should:

- › Be adaptable, solve problems in a variety of situations, work independently and as members of a team
- › Make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- › Be enthusiastic and eager to put their best into all activities
- › Begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour
- › Behave in a dignified and acceptable way and learn to become responsible for their actions

- › Care for and take pride in their school
- › Show tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- › Demonstrate attitudes free of prejudice e.g. sexual, racial, homophobic

4. Organisation and planning

We adopt a topic approach in order to deliver the majority of our curriculum. KS1 share the same topics, LKS2 share topics and UKS2 share topics. All National Curriculum subjects are timetabled and taught, but where appropriate these are linked to the half-termly topic. Some subjects remain stand-alone where it is not appropriate to link them to the half-termly topic. The curriculum maps show what should be taught when.

There is a separate policy for each National Curriculum subject which sets out how individual subjects should be taught. The progression grids for each subject shows what knowledge and skills should be taught when and demonstrates how learning is progressive and builds on prior learning. Teachers use these to inform their planning and assessment.

PSHE is an important part of our school curriculum and this is included on class timetables. The PSHE policy sets out how PSHE should be taught. PSHE includes Relationships and sex education and drugs education (see separate policies for this aspects).

By following the National Curriculum, our pupils will:

- Learn how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data;
- Be able to read for a variety of purposes and be able to convey meaning accurately and appropriately through speech and writing
- Develop an enquiring mind and scientific approach to problems
- Solve problems using technological skills
- Communicate their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- Know about geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events
- Have some knowledge of the beliefs of the major world religions
- Develop agility, physical co-ordination and confidence in and through movement
- Begin to recognise and use basic words and phrases of a modern foreign language – French or Spanish.
- Know how to apply the basic principles of health, hygiene and safety.

As well as delivering the National Curriculum, our curriculum is further enhanced in order to meet the needs of our children. The school recognises the local context of Barlborough and therefore prioritises multi-cultural work, enterprise work including raising aspirations and the Big 13 and online safety. Forest Schools and nurture groups support the social and emotional development of identified children.

Spiritual, moral, social and cultural development and developing British Values are also key parts of our school curriculum. The school has developed a passport system in order to support the pupils in these areas. In addition, time is put aside each week to focus on topical and key issues and the children are encouraged to discuss these and develop their own viewpoints. Further information is available in the SMSC policy.

The curriculum maps and progression grids form the long-term plans for the curriculum. Teachers use these documents to inform their medium and short term planning. There are set formats that teachers use for planning each subject.

See our EYFS policy for information on how our early years curriculum is delivered.

At Barlborough Primary School, the curriculum will be enhanced by a range of resources, including visits and visitors, where appropriate.

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:

- › Head teacher's reports to governors
- › Subject leaders reports to governors
- › School visits
- › Class links
- › Attending school events and curriculum celebrations
- › Meetings with school council, anti-bullying ambassadors, online-safety ambassadors

Subject leaders monitor the way their subject is taught throughout the school through:

- › Planning scrutinies
- › Learning walks
- › Book scrutinies
- › Staff and pupil questionnaires
- › Staff meetings and discussions
- › Pupil conferencing

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

This policy will be reviewed every year by the headteacher. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality information and objectives
- Subject specific policies
- Relationships and sex education policy
- Drugs education policy
- Collective worship policy
- SMSC policy
- Teaching and learning policy
- Homework policy