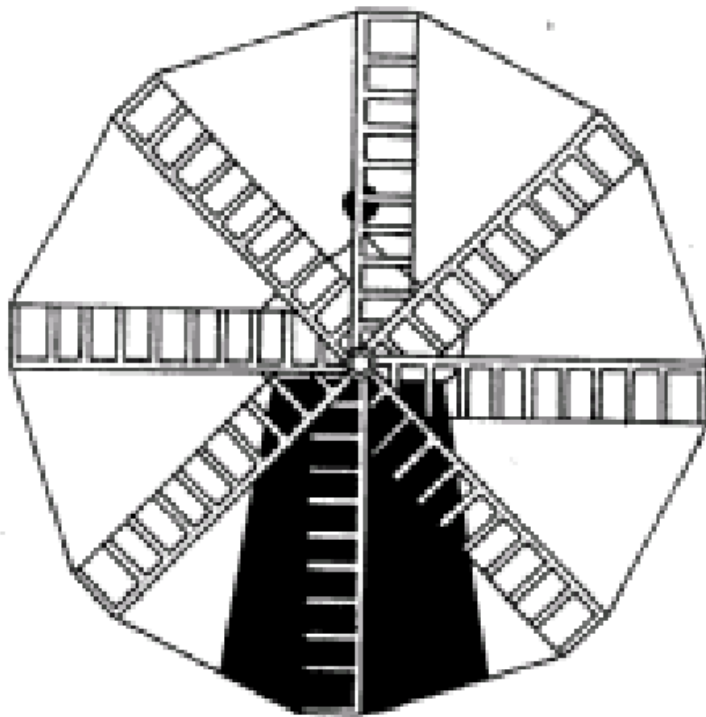


Curriculum Policy

Heckington St. Andrew's C of E Primary School

Respect + Responsibility + Relationships + Resilience + Reverence
Five Rs = Ready for Life

"I have come that they may have life, and have it to the full." John 10:10



Approved by: Curriculum & Standards Committee

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1. Statement of Principles

This policy is rooted in our school values of respect, responsibility, relationships, resilience and reverence. As part of the process of designing the curriculum for each half-term, staff will consider how our school values of respect, responsibility, relationships, resilience and reverence can be incorporated into and lived out through the teaching and learning.

- We show **respect** in the way we involve our children as partners in developing the curriculum
- We expect our teachers to be **responsible** for planning exciting and engaging learning experiences for the children and we expect our children to take **responsibility** for their learning.
- We ensure that our curriculum develops good **relationships** between all stakeholders at Heckington St. Andrew's
- We demonstrate **resilience** in the creation and implementation of a curriculum which challenges, inspires and promotes success for every child. It encourages them to learn from mistakes and feedback, and to grow to become more thoughtful, mature, educated, wiser and educated people

2. Aims (Intent)

We teach a broad and balanced curriculum, which will provide the children with the substantive and disciplinary knowledge and understanding that they need to become well-rounded and well-informed individuals ready for the next stage of their life.

The full range of core and foundation subjects have been carefully mapped out and sequenced in clear progression frameworks in a way that enables children to acquire the knowledge and skills that they need and then gives them opportunities to practice and apply them over time, in order to master them.

As part of our carefully mapped out curriculum, we also ensure we provide all children with opportunities for experiential learning, through things such as residential visits, extra-curricular sports, arts and music.

The aims of our school curriculum are:

- To enable children to develop their knowledge, understanding and skills whilst also becoming independent learners who can ask questions and think creatively and critically.
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education.
- To enable all children to achieve the best possible academic standards, whatever their starting point.
- To develop the personal qualities for lifelong learning, preparing children to make an active contribution to society and prepared for the challenges of life.
- To explore real world experiences, so that children can see the relevance their learning has in the real world.
- To expose children to the rich culture and diverse world that they live in.

Our core values of respect, relationships, responsibility, resilience, and reverence are our golden threads that underpin all that we do in our school: 5Rs = Ready for Life.

3. 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](#).

4. Roles and responsibilities

4.1 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

4.2 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

4.3 Other staff

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

The Curriculum Leader maintains an overview of the curriculum provided by the school and works in partnership with the Headteacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.

Subject Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews. Subject Leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues.

Class Teachers have the final responsibility to produce class specific, medium and short term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. Class teachers should ask for guidance from Subject Leaders when appropriate.

5. National Curriculum

The curriculum provided for our pupils will cover the following National Curriculum subjects:

- English
- Maths
- Science
- Art and Design
- Computing
- Design Technology
- Geography
- History
- Music
- PE
- Languages (French) (in Key Stage 2)
- PSHE
- RE (for which we follow the Lincolnshire agreed syllabus supported by “Understanding Christianity”)

Although there is not a National Curriculum for RE, we follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE.

We recognise and promote the key importance of the core subjects and developing the pupils’ expertise in reading, writing and maths. We aim to activate the pupils’ learning in these subjects in innovative, creative and exciting ways. We firmly believe that this should be balanced within both the whole National Curriculum and the wider school curriculum.

The curriculum should not fully prioritise core subject learning at the expense of a broad and balanced curriculum or pupils’ holistic development, but each should support and enhance the other aspects.

6. Organisation and planning (Implementation)

Teaching is based around core learning in English and Maths. Other subjects, including Science, History, Geography, Religious Education, and Computing are taught throughout the school in a broad and balanced curriculum and complement these core subjects.

Where possible, we take a broadly thematic topic-based approach to learning with a chosen theme each term used to explore different subject areas. However, we also maintain discrete subject areas and ensure that knowledge within them is built sequentially. Topics range from Toy Shop Time Machine to Tremors to Towers, Tunnels and Turrets to Space! Our inventive and imaginative approach to the curriculum ensures all children are engaged and enthused by what they are doing.

Curriculum maps are produced for each year group ensuring clarity of coverage with a strong emphasis on knowledge and skills. Progression documents have been produced by subject leaders to ensure that we have a clear progression across school of the knowledge and skills that children need to acquire to be “ready for life”. Carefully selected enrichment opportunities are key to providing all pupils rich experiences to enhance their learning. Developing an understanding of the fundamental British values infiltrates aspects of the curriculum and assembly themes.

Our curriculum design is based on evidence from principles of learning, on-going assessment and organisation and cognitive research. These main principles underpin this:

- Start from a learner’s existing understanding.
- Involve the learner actively in the learning process.
- Develop the learner’s overview, i.e., metacognition – this requires that students have a view of purpose, have an understanding of the criteria of quality of achievement, and self-assess.
- Emphasis the social aspects of learning (i.e., learning through discussion) as these make a unique contribution to learning.

Our curriculum organisation and timetabling give learners opportunities for constant recapping of knowledge and skills with well-spaced reviews.

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

7. Impact

How do we know that our curriculum is having the desired impact?

Teachers

- Become more knowledgeable.
- Have higher levels of confidence in delivering all areas of the curriculum.
- Can give senior leaders and subject leads feedback about what is working well.
- Are acutely aware of how children are coping with the taught content. The curriculum is the progression model and is pitched to be appropriately challenging. Therefore, if teachers know that children are coping well and are able to demonstrate their understanding, then we know it is working and that children are making progress.
- Teach consistently well; applying sound pedagogical practices in all lessons.
- Plan coherent learning journeys based on the unit overviews.
- Seek support from subject leads when they are less confident.

Children

- Can talk with confidence about what they have learned, using correct terminology.
- Are enthused and interested in a wide range of curriculum areas.
- Can talk about the specific characteristics of subjects and the disciplines associated with them.
- Can show adults examples of their learning and describe the 'why' behind work they have produced.
- Demonstrate good learning behaviours in all lessons.
- Are able to explain how their learning within a subject builds on previous learning.
- Are able to make thoughtful links between subjects.
- Can all access, enjoy and make progress within the curriculum - regardless of their starting points, or any additional needs they may have.
- Are independent learners who can think creatively and critically

Children's Work

- Demonstrates that they take pride in what they produce. Children show the same effort as they would in Maths or English, for example.
- Captures their increasing understanding of key concepts within each subject.
- Illustrates their developing understanding of the disciplines of each subject, as well as the declarative knowledge content.
- Shows that a coherent teaching sequence has taken place within each unit of work.
- Demonstrates our curriculum's emphasis on subject-specific terminology.

5Rs

- Our children leave us as respectful citizens ready for the next stage of their life because they:
 - are active listeners.
 - care for their environment
 - show consideration for others.
 - show good manners.
- Our children leave us as responsible citizens ready for the next stage of their life because they:
 - own their actions.
 - are self-motivated.

- are good role models.
- are in control of their own learning.
- Our children leave us as resilient citizens ready for the next stage of their life because they:
 - keep going.
 - believe in themselves.
 - have a go.
 - persevere
- Our children leave us with good relationships because they:
 - are good communicators.
 - are helpful.
 - work as a team
 - are kind and caring.
- Our children leave us as reverent young people ready for the next stage of their life because they:
 - show empathy.
 - are reflective.
 - experience awe and wonder.
 - practice stillness.

Governors and Visitors

- Give us positive feedback about pupil engagement and behaviour in lessons.
- Comment on the high-quality work that they see.
- Report that leaders are clear about strengths and weaknesses and have clear plans to address areas for development.

Parents and carers

- Give us positive feedback about their children's attitudes to school.
- Share examples of when their children have been enthused by the curriculum (e.g. they have been talking about learning at home, or carrying out their own research because of their interest).

Leaders

- Develop subject leader expertise through coaching and CPD.
- Are outward facing.
- Source external expertise and support where needed.
- Ensure through monitoring that the curriculum is being implemented.
- Assure themselves through monitoring that the curriculum is of the best quality.
- Regularly monitor strengths and areas for development which feeds into school evaluation and improvement.

8. 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.

9. Monitoring arrangements

The Headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken in partnership with the Curriculum Leader. These tasks will link into a programme of monitoring, Strategic Development Plan priorities and actions, as well as performance management of teaching staff. The Headteacher and Curriculum Leader will report their findings through regular reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Subject Leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutinies and pupil interviews. They will provide written feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement.

Subject Link Governors for core subjects will act as critical friends and will meet termly with Subject Leaders and analyse a range of evidence. They will produce a written report which will be shared with governors.

Class Link Governors will come into classes on a termly basis to see first-hand the range of learning and breadth of curriculum which the pupils experience.

10. 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
- RSE Policy
- Subject specific policies

This policy will be reviewed every five years by the Curriculum and Standards Committee. At every review, the policy will be shared with the full governing board