

# Curriculum Policy

## St John's Primary School



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### 1. Curriculum aims

Our curriculum aims 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
- › 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
- › Develop metacognitive strategies to enable pupils to become independent learners.
- › 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 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
- › Equip pupils with the knowledge and cultural capital they need to succeed in life
- › Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

**These curriculum aims are underpinned by our values:**

Our school curriculum is underpinned by our Christian Values. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

Our school is in full agreement with the values statement included in the introduction to the National Curriculum Handbook for Primary Teachers in England. These are the main values of our school, upon which we have based our curriculum.

We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all culture. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community. We use the community to enrich the curriculum.

**St John's Christian Values**  
**Learn, Love, Fly**

**Love**

Through our Christian core value of love, we aspire to achieve our best so that we can support others. We show kindness without expecting anything in return and are grateful when others have gone out of their way to help us.

'Love is more important than anything else. It's what ties everything completely together.' Colossians 3:14



**Courage**

Through our Christian core value of courage, we persevere even when faced with difficulties. We have courage to stand by our beliefs and speak up for what we believe is right.

'Be strong and courageous. Do not be terrified: do not be discouraged, for the Lord your God will be with you wherever you go' Joshua 1:9

**Respect**

Through our Christian core value of respect, we behave in a caring way towards others, showing respect to those around us. We respect our school community, our local community and the wider world. We believe that everyone is special and differences are celebrated.

'Encourage one another and build each other up.' 1 Thessalonians 5:11

## 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

### 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

## 4. Organisation and Planning

We agree a long-term plan for each year group which indicates what English, Mathematics and foundation subjects are to be taught in each term, and to which groups of children. We often teach Foundation Subjects as 'enquiries.' We review this long-term plan on an annual basis. Some enquiries are built in as a whole school area of study. Others are class or year group centred. Enquiries are chosen in a variety of ways by both adults and children.

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies in English, Mathematics and Foundation Subjects. English and Maths are often taught discretely, although they may feature in any other subject area, and are based on the new National Curriculum.

Foundation subjects are usually taught through enquiry work and often use a published programme (Kapow, Complete PE or Charanga) to ensure curriculum coverage and progression. There is a strong emphasis on the development of key skills and knowledge. Our intended outcome for all children is that they develop into successful learners who can work both independently and co-operatively as a group, who can collect and analyse information, understand and accept different perspectives, and interpret and evaluate outcomes.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson, as well as how the work is going to be assessed and AfL strategies used to monitor progress. Target or focus children are identified on short term plans.

In the Foundation Stage we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherent and full coverage of all aspects of the EYFS, and there is planned progression in all curriculum areas.

We view Personal and Social Education as an important aspect to a balanced curriculum and use the 'Jigsaw' programme to help us develop social aspects of relationships.

Computing is taught as a discrete subject and IT is used to support learning across the school and subject areas. All children at school have timetabled sessions in our computer suite to facilitate the learning and teaching of specific skills.

All children have weekly opportunities to participate in sport activities and we value the benefits that sports bring to health and well-being. Children in Year 5 receive swimming lessons. The school has a strong sporting tradition and participates in most activities offered by the Sports Partnership within the area. We work alongside 'Portsmouth In the Community' (PIC) for lesson planning and delivery and staff training.

### The Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Years Foundation Stage programme and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play, and by engaging in well planned and structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area.

Each term in the reception class, the teacher will assess the skills development of each child, and record this in the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing.

## 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.

Some children in our school have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all groups of children within our school. The school complies fully with the requirements of the amended Disability Discrimination Act that came into effect from 2005. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared with non-disabled children. Teaching and learning are appropriately modified for children with disabilities. For example, they may be given additional time to complete certain activities, or the teaching materials may be adapted.

The school provides an IAP (Individual Action plan) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address it. The PLP also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

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

Our governing body is responsible for monitoring the way in which the school curriculum is implemented. This committee regularly reviews subject areas, inviting subject leaders to meetings to report about progress in their area, as well as work sampling and pupil conferencing.

There is a named governor assigned to English, Mathematics and all other foundation subjects. These governors liaise with the respective subject leaders, and monitor closely the way in which these subjects are taught. There is also a named governor assigned to special needs, who liaises with the SENCO, and monitors the ways in which special needs are addressed.

The headteacher is responsible for the day-to-day organisation of the curriculum. The headteacher and senior leaders use a triangulated approach to monitor teaching and learning; observing lessons plans, looking at planning and children's work as well as talking to children. This ensures that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Key stage leaders, Curriculum leader and subject leaders monitor the way in which subjects are taught throughout the school. They examine long-term and medium-term planning, observe lessons, work sample, talk to children and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every 2 years 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
- › Teaching and learning policy
- › Assessment policy
- › Non-examination assessment policy
- › SEN policy and information report
- › Equality information and objectives