

Curriculum Policy

Long Clawson Church of England Primary School



'Whatever you do, work at it with all your heart.'
Colossians 3:23

Statement of Intent

Our vision, *'Whatever you do work at it with all your heart'* (Colossians 3:23) is the core principle which drives all that happens at Long Clawson CofE Primary School. The children are encouraged to always give their best in whatever they do whether this be academic, creative, sporty or pastoral.

Our staff are passionate about their roles and passionate about delivering an exciting and relevant curriculum, which inspires the children, promotes a thirst for knowledge and ensures an acquisition of skills that not only supports further learning but is also relevant for life in modern Britain.

We respect and value all children and are committed to providing a caring, friendly and safe environment to enable all pupils to learn in a secure atmosphere. Our Christian values (respect, thankfulness, kindness, honesty, patience, loyalty) underpin all that we do, and we are proud of the young people who leave us at the end of Year 6.

We believe every pupil should be able to participate in all school activities and endeavour to ensure that our programme of study is inclusive to all. We recognise our responsibility to safeguard all who access our school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying. This is the responsibility of every adult employed by or invited to deliver services at Long Clawson CofE Primary.

Approved by _____ Headteacher.

Approved by _____ Chair of Governors.

Reviewed: Spring 2023

Next review due by: _____

Contents

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

1. INTRODUCTION

At Long Clawson CofE Primary School, our curriculum is based upon the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2021 framework in Reception. Our rigorous, well planned, curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Our Christian Values and emphasis upon British Values ensure that our children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

The curriculum is all the planned activities that we as a school deliver to promote learning, personal growth, and development. It includes, not only the formal requirements of the National Curriculum, but also a range of extra-curricular activities that enrich the experiences of our children. It includes the ‘hidden curriculum,’ or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills, and good attitudes to learning. Through all of this, children at Long Clawson CofE Primary, will achieve their true potential.

At Long Clawson CofE Primary we strive to make our children passionate for learning and make their learning fun, meaningful and relevant. We offer children an excellent education in a safe, calm, creative, inclusive, and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful, and confident children who will develop skills for life-long learning. We support our children on their journey and encourage them to be creative, unique, open-minded, and independent individuals, respectful of themselves and of others in our school, our local community, and the wider world.

We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed, and lived out through the ethos and work of our school.

2. AIMS

At Long Clawson Cof E Primary School, we aim to:

- Ensure the statutory entitlement of every pupil to a balanced provision of all subjects within the National Curriculum is met.
- Ignite a love of learning in all pupils and nurture and develop resilience.
- Ensure all pupils achieve well in all aspects of the curriculum, making appropriate rates of personal progress so that they leave Long Clawson CofE Primary School fully prepared for the next stage of their education.
- Facilitate children's acquisition of ideas, knowledge, skills, mindsets, and qualities of character, which will help them to develop intellectually, emotionally, socially, physically and morally.
- Feel successful in their learning and to promote high self-esteem.
- Become creative, independent learners.
- Know what their strengths are and which areas they need to develop.
- Become successful lifelong learners who can reach their full potential.
- Be able to evaluate and assess their own learning.
- Develop their critical thinking.
- Understand and value the importance of respect, kindness, honesty, patience, loyalty and thankfulness.
- Become confident communicators.
- Nurture positive relationships promoting working co-operatively with one another.
- Help children understand Britain's cultural heritage.
- Explore their spiritual, moral, cultural, mental and physical development.
- Challenge themselves and engage themselves in deeper learning.

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 Education 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 Body

The governing body will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

The governing body will 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.
- It fulfils its roles in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

4.2 The Head Teacher

The Head Teacher 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 body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- The governing body is advised on whole-school targets to enable them to make informed decisions.
- Suitable provision is in place for pupils with different abilities and needs, including children with SEN.
- That the curriculum offered is balanced, broad and has clearly defined progression of knowledge and skills throughout the relevant year groups and key stages.

4.3 Subject Leaders

The role of the subject leader is to:

Provide a strategic lead and direction for the subject;

- Support and offer advice to colleagues on issues related to their subject;
- Support staff development and improve the quality of teaching and learning over time;
- Monitor pupil progress in that subject area by working alongside colleagues, and through book samples, pupil interviews, lesson observations/learning walks and planning scrutiny;
- Keep self and other staff up to date with developments in their subject by relevant CPD, policy development, research and updates;
- Liaise with appropriate bodies e.g. other schools, governors, the LA etc. about issues relating to their subject;
- Provide resource management for the subject;
- Map coverage of the curriculum to long-term plans and support the Headteacher in making sure that the curriculum is balanced, broad and defines clear progression of knowledge and skills throughout the relevant year groups and key stages;
- Engage with subject associations where applicable and disseminate information to staff as CPD.

5. ORGANISATION AND PLANNING

At Long Clawson CofE Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2021 framework in Reception.

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

- English
- Maths
- Science
- Art and Design
- Computing
- Design Technology
- Geography
- History
- Music
- PE
- RE (for which we follow the Leicester agreed syllabus)
- MFL (French in Key Stage 2)

- RSHE

We recognise and promote the key importance of the core subjects and develop 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.

Our curriculum is based on a rolling programme, which not only aims to deliver the programmes of study in an effective and progressive way, but also ensures the progression of knowledge and skills. Progression grids are the responsibility of the curriculum coordinator. Our plans aim to follow a topic/themed approach, making cross curricular links wherever possible and thus making learning far more meaningful and memorable for our children. Each annual cycle is presented within a Curriculum Map (see our school website – class pages).

Medium term plans are produced mainly by the class teachers although some subjects are taught through the following schemes:

R.E. - The Leicester agreed syllabus.

Maths - White Rose Maths, complimented by other mathematical resources

Phonics – Twinkl

Spelling - Read, Write Inc

Computing - Purple Mash

Music – Leicestershire Music Hub

RSHE – Cambridgeshire Teaching Resources

Where schemes are used, teachers adapt the materials where necessary to ensure progression and at the same time consider the lived experiences of our children. Curriculum coordinators may also support class teachers in the production of medium-term plans. Short-term planning (lesson plans) is the responsibility of the individual class teachers. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning.

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children. Whenever possible, we take advantage of partnerships with the parents and with local, national, and global communities. We aim to create real and meaningful contexts within the curriculum for the pupils.

- **Christian Values and Ethos**

As part of the process of designing the curriculum for each term or half-term, staff will consider how our school values can be incorporated into and lived out through the teaching and learning. On a daily basis, our Christian values provide the foundations for much of the 'hidden curriculum'.

- **Spiritual, Moral, Social and Cultural**

There are numerous opportunities for supporting the pupils' SMSC development through all areas of the curriculum.

Spiritual development is promoted through RE sessions, a range of daily Collective Worship and through the curriculum, underpinned by our Christian Values.

Moral development is promoted through class discussions e.g. about class and school rules or through reading materials and Collective Worship themes such as "Service" and "Justice". There are also elements considered within RSHE themes, e.g. 'Tolerance'.

Social development is promoted through a wide range of collaborative learning experiences and opportunities for play, RSHE, School Council, community events and Collective Worship themes such as "Harvest" and "Remembrance."

Cultural development is promoted through our teaching of R.E. and through topic-based projects, within the wider curriculum. Opportunities for cultural development are also identified within our RSHE teaching (Cambridgeshire).

In our school we use our own progress documents to identify the objectives from the National Curriculum which will be covered and assessed in each year group. Subject Leaders/Class teachers review learning to ensure that pupils' learning becomes increasingly more challenging as they move through the year groups, and to maintain an overview of standards within their subject.

Class Teachers have the final responsibility to produce class specific, medium and short term planning for their pupils. We use our progress maps to identify the focus objectives for each unit of learning which will be assessed by the class teacher in each term. Class teachers should ask for guidance from Subject Leaders/Class teachers when appropriate and are required to ensure all provision promotes inspirational learning and meets the needs of all pupils.

6. 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.

7. MONITORING AND EVALUATION

The Head Teacher 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 Class teachers, Subject Leaders and governors and in accordance with our monitoring timetable.

These tasks will link into a programme of monitoring, the School Improvement Plan priorities and actions, as well as performance management of teaching staff and Learning Support Assistants where appropriate.

Dedicated staff meetings will be used to monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in each subject through observations, learning walks, data analysis, book scrutinies and pupil interviews. The Headteacher and Subject Leaders will report their findings through staff meetings, formal reports and termly meetings with the Standards and Curriculum Development Committee. Feedback will be given to staff to celebrate strengths and identify aspects for improvements.

The Standards and Curriculum Development Committee and Subject Governors will act as a critical friend.

Subject Governors for Core subjects will meet at least twice in an academic year with Subject Leaders and analyse a range of evidence. They will produce a written report which will be shared with all governors. Subject Governors may come into classes to see first-hand the range of learning and breadth of curriculum which the pupils experience.