

Tower View Primary School Curriculum policy

(draft January 2020)

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1. Curriculum aims

Our curriculum aims/intends to:

- › Provide a broad and balanced education for all pupils that's planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment, whilst enabling both pupils and teachers to be creative in its delivery and direction.
- › Enable pupils to develop knowledge, understand concepts and acquire the designated AIM & ACCRUE skills, and be able to choose and apply these in relevant situations.
- › Support pupils' spiritual, moral, social and cultural development.
- › 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.
- › Equip pupils with the knowledge and cultural capital they need to succeed in life, in-line with the AIM & ACCRUE vision of the school.
- › Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

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](#).

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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, as laid out in the school's AIM & ACCRUE vision statement.
- › Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- › The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- › 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, changing and adapting when appropriate.
- › 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 Other staff

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

All subjects have a subject Leader who will oversee the provision of the subject throughout the school, attend relevant training and updates and lead the implementation of change. They are responsible for the Intent aspect of the subject in context with the AIM & ACCRUE vision of the school.

Specific tasks that may be undertaken:

Work scrutinies

Work sampling

Pupil discussions

Training staff

Devising curriculum outlines and medium term plans.

Developing sequences of skills in line with AIM & ACCRUE vision.

Developing any assessment of the subject based upon a pragmatic and manageable approach that assesses skills as opposed to knowledge (by end of April 2021)

4. Organisation and planning

Currently our curriculum is evolving from a previous vision based curriculum to the current AIM & ACCRUE vision. This process will be completed by April 2021.

- Curriculum approach – We have a thematic approach to the curriculum, that enables specific topics to be taught for each year group. These topics have core elements to them that will be taught, according to National Curriculum outlines, but enable teachers to be creative and flexible in their approach depending on the needs and interests of the pupils in the cohort, as well as supporting the delivery of the core subjects of maths and English. ICT will be used as a medium to deliver the curriculum and to apply skills in a variety of ways to enhance the learning. It also builds upon the non-negotiable aspects of the wider curriculum so each year includes:
 - Weekly dance sessions (reception phase in)
 - Poetry recitals (termly) (reception phase in)
 - P.E. sessions
 - Outdoor learning being regularly included
 - Year Group assemblies
 - Well Being Wednesdays
 - Key Stage 2 Fitness Assembly
 - Year 6 Life Skills sessions
 - School trips and local visits
 - Community involvement both via local faiths and organisations.
 - Art and media
 - Good Readers branding
 - Music both as a core and a wider curriculum offer
 - French as Foreign Language for K.S. 2
 - ICT acquisition through use of IPADS
 - Residential Trips for years 4 & 6
 - Aspirational and external visitors to provide good and thought provoking exemplars
 - Integrated P.S.H.E., Well-Being and British Values into lesson both systematically and as appropriate
 - E-Safety as a core repetitive message to all children to ensure clear understanding of issues and correct measures.
- Our curriculum is devised to encourage local needs, including ensuring the non-negotiables are delivered and supported by our school funding. That resources are established to enable all children to access the wider curriculum and the core offer. This funding is discussed by governors and agreed to allow all children to attend trips, residential and events and is the core purpose of building a wide knowledge of the world. The nature of the community is such that children lack experiences and creative events and as a school, we endeavour through the flexibility of the curriculum to deliver this specific and crucial aspect.
- Subjects are based on the National Curriculum and sequence in line with the Key Stage guidance. However the flexibility does allow for a creative approach to the delivery of the themes and skills and thus may differ year-on-year depending on the needs of the cohort.
- Separate school policies are relevant to this policy:
 - Relationships and health education

- Relationships and sex education (to be reviewed in line with 09.2020 expectation)
- Spiritual, moral, social and cultural development
- British values (incorporated into assemblies, curriculum and P.S.H.E. sessions)

➤ Short, medium and long-term planning expectations

Long Term is through the National Curriculum

Medium Term is via the curriculum maps

Short term is a sequential approach of the theme relevant to the needs of the pupils and the creativity of the staff to meet those needs and incorporate English and maths into the learning delivery.

➤ A wide array of resources are available for the delivery of the curriculum.

➤ IPADs are used to deliver the curriculum and be applied in the curriculum e.g. Keynote in History topic.

See our EYFS policy for information on how our early year's curriculum is delivered.

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:

- such as school visits, meetings with the pupil groups, subject lead presentations etc.

Subject Leaders monitor the way their subject is taught throughout the school by:

- such as planning scrutinies, learning walks, book scrutinies, etc.

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

This policy will be reviewed every termly (until April 2021) by whole staff and curriculum committee.

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
- SEN policy and information report
- Equality information and objectives

