

Our Curriculum Policy



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1. Curriculum intent

The knowledge, skills and understanding we want our pupils to gain is clearly laid out in our long-term plans. Our knowledge, skills and understanding are clearly laid out in each class teachers medium term planning. We have made clear choices about what we teach, outlined in our long-term plan, grouped together in a topic-based approach. Each topic has a clearly defined 'big concept.' However, we have flexibility within these topics to vary our texts, for example. Our subject-specific skills are clearly laid out in our progression grids and identified in medium term planning.

We want our curriculum to be deep, broad and balanced, cognitively challenging, aligned with the NC, enjoyable and engaging and ambitious for all. Our units of work are fully representative of the knowledge, skills and understanding required by the NC. Pupils can build links between elements of learning e.g. If we are teaching persuasive writing in English, we could write a letter from Josiah Wedgewood persuading Darwin's father to let him sail on the Beagle). Our pupils are given opportunities to read around their topic, have first-hand experiences where possible, study topics from various angles and develop a range of skills.

We have a good understanding of and access to whole school planning so that we can take pupils' prior knowledge and understanding into account. We include a variety of activities in each unit to ensure it is deep and cognitively challenging. We have shared belief that through our collective action, we can positively influence pupil outcomes, including those who are disengaged and/or disadvantaged (collective teacher efficacy). Pupils are given time to draft, fail and build skills. We strive to develop our pupil's cultural capital, taking into account our local and national current context.

Our units of work are clearly aligned with our vision and values:

Flourishing Together: Preparing for life in all its fullness.

Kindness

Through selflessness, compassion, and mercy.

Aspiration

A strong desire for achievement and success.

Community

In the importance of relationships of love, compassion, generosity, truth-telling, forgiveness and gathering together as a community; across all barriers.

Dignity

Through safeguarding and anti-bullying, through valuing all our children and through excellent SEN provision. Ensuring that children not do feel humiliated or lack in self-worth.

We strive to develop:

- The belief that each person is blessed and is a blessing.
- The importance of creativity; art, design, music, drama, dance, poetry, fiction and film.
- A joy for our world through play and playfulness, wonder, amazement, fascination and delight.
- A method of reconciliation; encouraging discussion of sensitive matters, providing strategies through which problems can be resolved.
- A sense of glory and awe in God's wonder and his image.

Our Aims

- We will ensure that every learner experiences success.
- We will provide an inclusive environment in which all learners needs are recognised.
- We will strive for excellence and ensure that teaching inspires, excites and celebrates the achievements and efforts of every child.
- We will provide a broad and balanced curriculum that gives the children opportunities to make links, to make choices and take responsibility for their own learning.
- Our Christian values and beliefs will encompass every member of our school community.

Marking and Assessment feeds into short term planning and we adapt accordingly to offer the right pitch and challenge for each class. Staff are able to articulate end of year expectations and learning builds towards this. Assessment is meaningful without being excessive or onerous. Assessment varies from subject to subject.

Our topic sequencing helps pupils learn new knowledge and skills. Teaching concepts are taught in a logical order, with opportunities to revisit and reinforce existing learning, knowledge and skills. Our sequencing of concepts enables more cognitively challenging activities, based on previous learning to be included. Through our curriculum design, we aim to promote deeper pupil learning by making links across subjects. We allocate recommended allowances in terms of time per subject, however, we allow class teachers to use their professional judgement e.g. activities may be 'blocked' and classes may enjoy a DT week rather than weekly sessions if deemed appropriate.

Definitions:*Big concept*

Core concepts, principles, theories, and processes that serve as the focal point of curricula, instruction, and assessment

Deep and cognitively challenging

Decision-making, problem-solving, experimental-inquiry, investigation, and invention tasks which require pupils to generate and defend conclusions

Collective teacher efficacy (CTE)

A shared belief that collective action, can positively influence pupil outcomes, including those who are disengaged and/or disadvantaged. Noted as the largest influencer (J. Hattie 2017)

Cultural capital

The skills, education, norms, and behaviours acquired by members of a social group that can give them economic and other advantages: The accumulation of cultural capital is one route to upward mobility.

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
- 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 and SLT

The headteacher and SLT are 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 have a thematic approach to foundation subjects here at West Felton. We find this suits the needs of all learners, allowing pupils to make memorable and meaningful connections. When we learn, we connect new information with what we already know, tying it in with our existing knowledge structures or attaching it to concepts we control.

Our foundation subjects are designed, delivered and sequenced to meet the needs of our cohorts and our staffing structure. Most foundation subjects are delivered on a weekly basis, however, on occasion we may 'block' lessons. We find this is helpful if we want to fully immerse the children in a learning experience, for example, a workshop from the local museum or a visit from an expert. We may also deliver our weekly sessions then complete activities in small groups led by our TAs, for example, a creative activity which may require close adult supervision is better delivered in a small group. Our foundation areas are rotated throughout our two-year cycle, for example, a child may study two history themes and one geography theme per year which is then rotated the following year. Our lessons are sequenced to ensure that children build on prior knowledge and refine key skills necessary for next steps.

Our foundation subjects may make references to other areas of the curriculum, such as:

- o Relationships and health education
- o Relationships and sex education (if applicable)
- o Spiritual, moral, social and cultural development
- o British values

We ensure that, when references are made, they are compliant with the relevant policies.

We require our teaching staff to ensure long-term plans are updated and available on the website. Medium term plans are completed by the teachers and uploaded on the shared teacher server at West Felton. Short term plans are completed at the discretion of the individual teacher and may be subject to scrutiny by the SLT at times. There is no requirement to design short-term plans in a specific way but they should be fit for purpose and available should the class teacher be absent.

We have a selection of resources which are built around our thematic approach. Teachers are responsible for storing resources in their classrooms or the Willow cupboard. Requests can be made for specific items which will ensure the learning opportunities of the children. We encourage staff to engage the pupils through field studies and relevant excursions. We also have a bank of local visitors and experts whom we call upon for specific themes e.g. Mr. R Hampson for Farming and WW2, Mrs. G Simpson for Dental Hygiene.

See our EYFS policy for information on how our early years 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.

What we are doing for SEN children?

Curriculum Adaptations:

- Content e.g. we may include pupil's special interests
- Pace – pre-teaching opportunities and overlearning
- QFT supports all children to make progress

Provide a range of specialist resources:

- Fiddle objects
- Sensory supports e.g. busy legs, writing slopes, wedges, pencil grips, specialist writing tools

Measuring impact of these:

- Length of time that a child is able to concentrate on a task
- Ability to complete task with focus
- Successful outcome

Removing barriers to learning

Interventions for SEN children:

- Nessy
- Toe by Toe
- English/Maths boosters
- ELSA
- Life Skills
- Cool Kids

Managing behaviour:

- Positive approach
- Clear rules and high expectations
- ELSA
- Key workers
- Incentives e.g. Golden Time
- Success books
- Behaviour stickers
- Rewards and consequences

Communication and information sharing:

- Pupil passports which demonstrate knowledge and understanding of individuals which can easily be shared with key workers
- Provision Maps which match provision to needs, thus removing barriers
- Intervention Strategy slot (1:00 – 1:30)

Early identification of SEN

- Clear processes in place – concern, discussion, prevent meetings, referral assessment, recommendations put into Pupil Passports etc.

Assessing needs to put appropriate provision in place

- Graduated response – assess, plan, do, review
- Outside agency advice including EP, Woodlands, SALT, OT, BEE-U,
- Incorporate advice into Pupil Passports
- Request for LA intervention when deemed necessary; EHCP, GSP

Ensure progress is in line with potential

- Ensure needs are known
- Provide opportunities to develop confidence, self-esteem and resilience

Open communication between home & school

- Person-centred approaches
- Termly reviews with parents and SENCo
- Open door policy
- Regularly updated APP and website

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits, discussion with staff and pupils, governor link meetings, curriculum governor meetings.

The SLT and/or subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies, learning walks, book scrutinies, discussions with pupils, moderation.
- Subject leaders and teaching staff 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, SLT, governors and/or subject leaders.

At every review, the policy will be shared with the curriculum committee of the governing body.

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