

Curriculum Policy



Published date: April 2021

Version No.: 3.0

Policy Audience: Staff, parents/carers, pupils and governors

School Vision

At Golcar J I & N School our central purpose is to provide a safe, challenging and child friendly environment in which everyone is inspired to learn and achieve.

Our three core values which underpin this are nurture, aspire and achieve.

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
- 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
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

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.

Roles and Responsibilities

a. 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

b. 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

c. Other staff

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

At Golcar J I & N School our teaching staff work in the following curriculum teams: English, Maths, PSHE, Science and Technology, Creative Arts and Understanding the World. These teams are responsible for ensuring their subject areas are being taught in-line with this policy, throughout the school.

Organisation and planning

At Golcar JIN School we are proud to have developed our curriculum, which is devised from the Early Years Foundation Stage, The National Curriculum for Key Stages 1 and 2, the PSHE Association guidelines and the Kirklees, Calderdale and Leeds agreed syllabus for RE. There is also a "hidden" element to the curriculum

which includes what the children learn from their school environment, the way they are treated and how they are expected to behave.

We prioritise reading, writing and maths alongside personal development and well-being, as these underpin children's ability to fully access our broad curriculum.

We have designed our curriculum to encompass knowledge, skills and understanding of the world in which we live, and also the events that have shaped it in the past to make it what it is today. Our curriculum stimulates our children into asking searching questions, shapes their learning and enables them to develop into independent thinkers and learners. It is engaging, exciting and innovative, encompassing all curriculum areas, helping to ensure that our children develop the knowledge and skills they need to excel, and become creative and curious citizens.

Our themed cross curricular topics have been carefully chosen to complement and build on one another with clear progression and links, mapped from Development Matters into the Clive Davies – Weaving Knowledge Skills and Understanding document for each year group, so that in subsequent year groups, they will be able to explore concepts deeper, applying their knowledge in different contexts.

Long term Plans identify coverage for all subject areas and are produced for every year groups. Subject coordinators check these to ensure there is full coverage of their subject and there is clear progression from year to year.

Medium term Plans follow a common format and include all the National curriculum subjects plus British Values, Eco-Schools, Spiritual, Moral, Social and Cultural learning, prior learning links and why we have chosen to teach this topic. Milestones to be covered are itemised and assessment opportunities are built into the plan.

We enrich our curriculum through visits and visitors into school, themed days and weeks such as anti-bullying, aspirations and careers, and empty classroom day. In addition, we offer a wide variety of extra-curricular activities such as family food and nutrition sessions, mindfulness techniques, knitting and a proactive Eco committee, which involves the local community, alongside other sporting and musical opportunities.

See our EYFS policy for information on how our Early Years curriculum is delivered.

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 equality statement and in our SEN policy.

Monitoring and evaluating

The governing body will receive an annual report from the headteacher on:

- The standards reached in each subject or groups of subjects, by every year group, against national averages and similar schools
- The standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks
- The standards achieved by pupils with special educational needs and groups deemed to be vulnerable
- The number of pupils for whom the curriculum was dis-applied, the arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils
- The evidence of the impact of external intervention and support and national strategies on standards
- The views of staff about the action required to improve standards
- The nature of any parental complaints

The governors are also able to monitor the coverage of National Curriculum subjects and compliance with other statutory requirements through school visits, meetings with the school council and presentations given by curriculum teams.

Curriculum teams monitor the way their subject is taught throughout the school by: book and planning scrutinies, gathering staff and pupil voice and learning walks. They also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed bi-annually by the headteacher/a member of the senior leadership team. At every review, the policy will be shared with the full governing board.

Links to other policies

The school policy on the curriculum embraces policies and procedures for admissions, assessment, equality, health and safety, performance management, school visits, SEN, RSHE (Relationships education, relationships and sex education and health education), teaching and learning and our EYFS policy.

Headteacher: *G Dyson* **Date** *April 2021*

Chair of Governing Body: *Bryn Stokes* **Date:** *April 2021*

Date reviewed by governing body: April 2021

Date due to be reviewed next: April 2022