

# Curriculum policy

St Aidan's RC Primary School



**Approved by:** St Aidan's Governing Body **Date:** 11.8.20.

**Last reviewed on:** 11.8.20.

**Next review due by:** 31.8.22.

## 1. Curriculum aims

Our curriculum aims/intends to:

- › Promote a love of learning for life
- › 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
- › Have a high ambition for all pupils and support them to be the best that they be
- › Equip pupils with the knowledge and cultural capital they need to succeed in life

## 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 bodies 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 body

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body 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
- › 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 body
- › 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 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.

Mrs Samantha Leslie	Head teacher – Designated Safeguarding, Assessment & Data Leader & Acting SENDCO
Mr Michael Moran	Deputy Headteacher/Y6 Teacher – RE Co-ordinator, Mathematics Leader, KS1 Leader (Phonics) & Deputy DSL
Mrs Sarah Hooper	EYFS Leader/Reception Teacher & Humanities Leader & Deputy DSL
Mrs Julie Teer	KS2 Leader/Y6/5 Teacher – PHSE & SRE Leader & Deputy DSL
Mrs Chloe Traba	Y4 Teacher / Science & House System Leader
Miss Sarah Marshall	Year 1 Teacher - Creative Curriculum (Music /Art/Design & Technology) Leader
Miss Nichola Givens	Year 2 Teacher/English Leader
Miss Rachael Murray	Y4 Teacher - Science Leader
Mrs Collette Jewell	Year 6 Teacher/PE Leader
Miss Sharn Carrie	Year 4/5 Teacher/ICT/House System Leader
Miss Rebecca Stone	Year 5 Teacher – Science Leader
Miss Carly Wright	Nursery Teacher - NQT
Mrs Caroline Johnson	KS2 MFL Teacher ( Mondays St Benet Biscop – Pax Christi Academy)

## 4. Organisation and planning

- › Our creative curriculum is organised by a thematic approach which inspires and motivates the children to learn. Each year staff organise the approach based on the National Curriculum (an example is available in Appendix 1).
- › Staff choose themes which reflect the children's cultural heritage and will encourage them to live out our school mission “ In the love and truth of Jesus we grow” and be the best that they can be.
- › Each subject is carefully designed, delivered and sequenced to ensure that children build on their skills and knowledge. Please refer to our subject Intent, Implementation and Impact Statements.
- › We ensure that our pupils have appropriate education for relationships, health and sex. Staff follow the Diocese of Hexham and Newcastle recommended scheme.
- › As a faith school high priority is given to pupils' spiritual, moral, social and cultural development – further information is available in our RE and Collective Worship policies.

- › When planning themes to deliver our curriculum staff ensure that opportunities are provided for our pupils in line with our British Values Statement.
- › At the beginning of the year each Keystage provides a yearly curriculum plan which is published on the school website. A half-termly plan is then made available in the shared google drive document. Staff then use these documents to inform their personal daily planning informed by their assessment for learning to address gaps in learning and plan next steps.
- › The following resources are available to support curriculum delivery:
  - Each classroom has a smartboard or concept board.
  - A 30 pc ICT suite
  - School subscribes to the following curriculum online resources: Twinkl, Education City, Hamilton, Tapestry, Phonics, Come and See (RE), Charanga (Music)
  - Power Maths – Y1 – Y6, Numicon, Practical Mathematics Equipment
  - PE equipment
  - Science equipment
  - Specialist teachers: Y3 Instrumental Tuition (Northumberland Hub) PE (Sports Partnership) and MFL (St Benet Biscop French – KS2- Mondays)
  - School Library Service SLA – project box loans and reading books
  - Soundwrite Phonics
  - Each keystage leader is allocated a budget for each academic year.
  - Each year further spending is allocated based on a needs analysis

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.

## 6. Monitoring arrangements

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

Termly Monitoring Visits, Attendance at Class Parent/carer Drop-ins and Termly Standards Committee

Subject leaders monitor the way their subject is taught throughout the school by planning scrutinies, learning walks and book scrutinies

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

This policy will be reviewed bi-annually 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
- Assessment policy
- SEN policy and information report
- Equality information and objectives