

NORHAM  
ST. CEOLWULF'S  
C OF E SCHOOL



# Norham St Ceolwulf's C of E Controlled First School

## Curriculum Policy 2021 - 2024

Date	February 2021
Date to be Reviewed	February 2024
Head teacher	Mrs S Dimond
Signed:	
Chair of Governors	Mr D Watkin
Signed:	

## 1. Curriculum aims

Our curriculum aims/intends 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 emotional wellbeing
- 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
- Be ambitious for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Ensure all children are prepared for the next stage of their education
- Be responsive to the needs of the children, the community they live in and the wider World.
- Take advantage of key events to engage and enthuse children in their learning.
- Be fun!

## 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
- 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 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.

Curriculum Leaders will have the following responsibilities for their subject areas:

- There is a progressive scheme of work with clear aims and objectives based on the National Curriculum which builds on previous learning.
- Children's learning is monitored appropriately, alongside class teachers, to ensure learning is of a high quality.

- Plan CPD for staff in line with the needs of their subject and the School Development Plan.
- Ensure adequate resources are available to support the teaching of their subject area.
- Report to the Head Teacher and Governors at least once a year.
- Create an annual action plan for their subject area with clear objectives for the year ahead.

#### **4. Organisation and planning**

Our curriculum is creative, making links within subject areas in order to create an immersive, cross curricular approach to teaching and learning.

We plan our wider curriculum offer on a yearly basis taking into account: the local area and immediate needs of the pupils, current events, recurring events and topical issues.

Each subject has a progression document based on the National Curriculum Objectives, which teachers have the freedom to adapt to suit the needs of the pupils in the class and to match the long-term curriculum plan.

Our curriculum includes the following:

- o Relationships and health education (primary schools)
- o Spiritual, moral, social and cultural development
- o British values

Appropriate resources are made available to teachers to support the planning and delivery of lessons.

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**

Learning is monitored by subject leaders and the head teacher using the following methods:

- Mentoring sessions with teachers
- Monitoring of learning through book looks and pupil interviews
- Learning walks
- Visiting lessons
- Data collected
- Results of assessments

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through governor visits which may include:

- Conversations with subject leaders
- Pupil Interviews
- Looking at children's work
- Learning Walks
- Spending time in lessons

This policy will be reviewed every 3 years 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

Pupil Premium

PSHE

RSE