



## Policy Document

Subject	Curriculum Policy
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# Curriculum Policy



**By the time every child leaves Ashwell Primary School, it is our ambition that they will have had the opportunity to:**

- ✓ Become a valued member of a community where they are loved and cared for
- ✓ Experience a rich, varied and exciting curriculum
- ✓ Be the best that they can be
- ✓ Make the most of their unique and individual interests and talents
- ✓ Celebrate success and know what it feels like to be celebrated
- ✓ Developed a curiosity and zest for life-long learning

At Ashwell Primary School, we believe that the curriculum is the totality of pupils' learning experiences. We meet statutory requirements by delivering the Early Years Foundation Stage Curriculum, National Curriculum and the locally agreed syllabus for Religious Education. Our curriculum is designed to provide a curriculum that meets the needs of our pupils based on the context of our school. We believe strongly in providing a broad range of curriculum enrichment by using the outdoor environment, the school and local community, off-site visits, and visitors to bring the curriculum to life.

Our curriculum is firmly underpinned by our mission statement and our school values. We firmly believe in a curriculum that promotes the holistic development of the individual child which places great value on Personal, Social, Emotional, Health and Citizenship Education and the promotion of spiritual, moral, social and cultural education in order to prepare children for the opportunities and responsibilities of life in today's society.

## **Aims**

We believe that a creative, skills-based, broad and balanced curriculum should aim to:

- ✓ Develop confident learners for life who are able to embrace new challenges and experiences
- ✓ Inspire and engage all children, promoting a positive attitude towards learning
- ✓ Ensure the best possible progress and the highest attainment for all children
- ✓ Enable children to acquire and develop a broad range of knowledge, skills and understanding
- ✓ Meet the needs of all individuals, by focusing on personalised learning and using assessment to inform the ways in which children learn and are taught
- ✓ Provide a range of relevant learning experiences that challenge, stimulate and promote thinking and independence in learning
- ✓ Promote spiritual, moral, social, cultural, mental and physical development
- ✓ Enable children to be creative and to develop their own thinking skills
- ✓ Help children to respond positively to challenge and persevere in order to solve problems
- ✓ Develop the capacity of children to learn and work independently and collaboratively
- ✓ Enable children to take their place as responsible citizens in society, with the life skills necessary for them to be successful
- ✓ Ensure children have respect for themselves and empathy for others
- ✓ Raise aspirations and develop ambition within all children
- ✓ Prepare children for the transition between key stages and the next stage of their education

## **Our Curriculum Intent (Summary)**

Our curriculum builds progressive core knowledge and key curriculum concepts using a range of skills. Our curriculum should lead to pupils being able to recall and describe the knowledge and concepts in familiar, unfamiliar, local and global contexts. Our curriculum is designed to enable pupils to make connections between their developing knowledge and concepts, their prior learning, and their lived experiences. Pupils are empowered to use their literacy, oracy, and digital communication skills to purposefully share and articulate their learning with others. Our curriculum enables our pupils to be successful, confident, and responsible individuals and citizens.

*\*For full, detailed curriculum intent statement, please see our school website*

## **Our Curriculum Implementation**

Class teachers are responsible for planning the curriculum for their class. They make decisions about what resources and materials they use, and how they differentiate them appropriately. They do this using their professional knowledge and expertise, sharing best practice and providing support for each other, focussed on outcomes for individual pupils.

Subject leaders and senior leaders are responsible for designing the progression in core knowledge, skills and concepts into year group plans. They ensure that all teachers are familiar with curriculum expectations through training and monitoring, with a focus on ensuring that outcomes can be achieved by all pupils.

## **Our Curriculum Impact**

Class teachers routinely evaluate the progress of pupils within and across lessons using the curriculum frameworks to make judgements. They use this information to analyse how effectively pupils are achieving or exceeding expectations and to adapt their planning accordingly.

Teachers provide Subject Leaders with termly summative information about the outcomes of pupils in their class.

Subject Leaders and Senior Leaders routinely evaluate outcomes for their area of responsibility. They use this analysis to identify any necessary actions that develop the quality of provision in their subject.

## **Organisation**

- ✓ We recognise the importance of creating links within learning and believe that where links are effective, they enable pupils to apply their knowledge and skills across areas of learning
- ✓ We directly teach skills and then plan opportunities for children to practise these skills. This allows children to embed new skills as well as bringing coherence and continuity to learning
- ✓ We have adopted a cross curricular thematic approach, with topics (half term/whole term) designed to hook, engage and inspire pupils. These themes are planned using the framework of the National Curriculum. When necessary, this approach is supplemented by discrete lessons to ensure full coverage of the National Curriculum
- ✓ English and mathematics are taught on a daily basis. Key literacy skills are also taught regularly through phonics/spelling sessions and whole class reading sessions
- ✓ Other subjects are either taught on a weekly basis or are blocked depending on the topic
- ✓ Children are taught within their classes, with some children being withdrawn for small group or individual support
- ✓ In the Early Years Foundation Stage all areas of learning are addressed through continuous, enhanced and adult-led activities. The children take part in a range of these activities on a daily basis, focused on one or more of the areas of learning. Learning is planned around a topic, with the children leading the learning through their questions, explored at the start of a topic.

## **Planning**

The curriculum is designed and planned to ensure coherence, continuity, progression and full coverage of all aspects of the statutory curriculum and areas of learning.

The curriculum is planned on a long, medium and short-term basis:

- ✓ Long term planning includes an overview of the themes taught across the school with information on the subjects covered in each topic
- ✓ Medium term planning identifies the objective to be covered from the National Curriculum or other published schemes, the key skills to be covered and cross curriculum links including opportunities to reinforce our school values, our school learning skills, British values, SMSC and health and safety matters
- ✓ Short-term planning details what will be taught in individual lessons.
- ✓ In the EYFS, planning is also completed on a long, medium and short term basis. Planning includes provision for continuous, enhanced and adult-led activities and includes next steps planning taken from the children's previous learning, interests and enquiries

## **Governors Role**

- ✓ To understand the school's curriculum intent
- ✓ To support the school in creating a school specific curriculum
- ✓ To carry out monitoring visits to gain an understanding of how the curriculum is implemented
- ✓ To understand and question the impact of the school's intended curriculum
- ✓ To question to what extent the school's curriculum is relevant and accessible to all

## **Leadership Team Role**

It is the role of the Leadership team:

- ✓ Ensure the aims of the policy are met
- ✓ Oversee and monitor all planning across the school
- ✓ In liaison with teachers, review the long term planning at least annually
- ✓ In liaison with the subject leads, review medium term planning, when changes are made to the long term maps
- ✓ In liaison with the subject leads, oversee subject improvement planning

## **Subject Leader Role**

It is the role of the subject leader to provide a lead and direction for their subject(s). This involves:

- ✓ Ensuring that they keep up-to-date with developments in their subjects, at both national and local level
- ✓ Supporting and offering advice to colleagues on subject related matters
- ✓ Reviewing school performance within the subject and planning for improvement (linked to the School Development Plan)
- ✓ Reviewing the curriculum plans for their subject, ensuring that there is full coverage of the National Curriculum and other statutory requirements and that progression is planned into schemes of work
- ✓ Providing efficient resource management for the subject

## **Core Curriculum Documentation**

Each subject has supporting documentation that accommodates and serves a purpose for all stakeholders and these are available on the school website. This includes subject specific:

- Intent, Implementation and Impact overview
- Whole School Curriculum Overview
- Skills Progression Document
- Knowledge Organisers