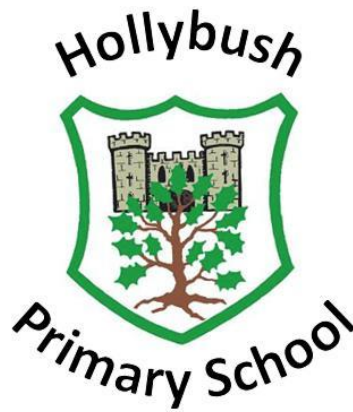


Curriculum policy

Hollybush Primary School



Approved by:	Full Governing Board	Date: November 2021
Last reviewed on:	NA	
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1. Curriculum aims

We intend to create a flexible, responsive curriculum which can be adapted to reflect children's interests and teachers' passions whilst ensuring rigorous progression and coverage of key skills and knowledge

Our curriculum:

- Is broad and balanced, coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning
- Is designed to allow children to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations

Teaches children to ask deep questions, develop higher order thinking skills and encounter and debate moral and ethical dilemmas

- Is planned to support pupils' spiritual, moral, social and cultural development
- Supports pupils' physical development and responsibility for their own health, and enables them to be active
- Promotes a positive attitude towards learning
- Ensures equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Exemplifies a high academic ambition for all pupils
- Equips pupils with the knowledge and cultural capital they need to succeed in life
- Is not narrowed. We have taken the decision not to narrow the curriculum to basic skills in KS1 because this would not provide a coherent link between the rich experiences of EYFS and KS2. In addition, a broad and balanced curriculum provides opportunities for children to practise their reading, writing and mathematical skills in a wide variety of meaningful contexts.

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](#).

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

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 and disabilities (SEND)
- 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
- 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.

Each curriculum area is led and managed by a member of staff (subject leader). There is a job description in place for each subject leader which details their full roles and responsibilities.

4. Organisation and planning

- Our curriculum is split across the three school terms into:

Explore term: Geography and science focus

Discover term: History and science focus

Create term: Art, Design Technology and music focus.

➤ Enhancement Subjects:

During our Explore, Discover and Create terms, teachers may choose to enhance children's understanding by incorporating learning from other areas. Eg. if children are learning about North and South America in Geography, they may compare North and South American artists' portrayal of lifestyles in rural and urban localities.

➤ Discrete Subjects:

RE, RSE (Relationships and sex Education), PSHE (Personal, Social, Health and Economic Education), PE, maths and English will continue to be taught throughout the year. Where clear, meaningful links with focus subjects exist, teachers will make use of these. Where there are no links, the subjects will be taught discretely.

Long term plans (curriculum mapping documents) are produced by subject leaders

Teachers are expected to produce their own termly plans which detail the skills and knowledge that they will cover. These must follow the long term curriculum maps in terms of objective coverage but teachers are free to choose their own lines of enquiry which may be adapted as the children's interest in the subject develops.

Curriculum planning is supported by Knowledge Organisers which are produced by subject leaders and show: Key Vocabulary, Key Learning, useful language structures and a prior learning check.

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:

- Visits to school
- Conversations with teachers, leaders and other classroom staff
- Conversations with children
- Looking at children's books and other work
- Analysing performance data whilst being mindful of its limitations

Subject Leaders monitor the way their subject is taught throughout the school by:

- Learning walks,
- Book scrutinies,

- Talking to children
- Pupil Progress Meetings

*We do not have a set format for daily/weekly planning; we will not routinely check teachers' planning unless a need to do so has been identified through performance management, and forms part of an ongoing coaching or management process.

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

This policy will be reviewed every two 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
- Feedback and Marking Policy
- SEN policy and information report
- Equality information and objectives
- Assessment Policy