

# Caroline Haslett Primary School & Faraday Club



## CURRICULUM POLICY

**Date of Issue:** June 2020

**Date of next review:** June 2024 (or earlier in the event of legislation changes)

**Approved by the Headteacher on:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ (Headteacher) **Date:** \_\_\_\_\_

**Approved by the Governing Body on:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ (Chair of Governors) **Date:** \_\_\_\_\_

## **Rationale**

All children have a right to a broad, enriched and relevant curriculum which provides continuity and progression and takes individual differences into account. Work in school is planned to meet all statutory requirements.

### **1. Curriculum Intent**

At Caroline Haslett Primary School, we intend to have a highly motivating and stimulating curriculum that encourages children to ask questions, be independent learners, collaborate and be aspirational. The curriculum is a way in which we make the learning meaningful for the children.

We believe our children require us to provide more than just the content of the National Curriculum. Our curriculum is driven by two key aims:

- The development of a growth mindset
- To equip children with the skills to enable them to make a positive contribution to their community

The development of these aims is incorporated across all areas of the curriculum and helps us to drive and shape the learning opportunities.

In order to educate our children to become active, lifelong learners, we promote a growth mindset. The curriculum seeks to enable them to be the best they can be by challenging themselves.

We build in opportunities for our children to develop their skills in the areas of:

- Problem solving
- Curiosity
- Perseverance
- Making connections
- Creativity
- Critical thinking
- Self evaluation

We actively celebrate the diversity of our school community. Our children develop effective communication skills through listening to others' views and demonstrating tolerance and respect for these. The older children ensure they present themselves as excellent role models for their younger peers. The children look beyond their own lives and create opportunities to raise awareness and contributions for a range of worthy causes. By developing their ability to support one another and to take collective responsibility, our children are well placed to make a positive contribution to their community.

### **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
- 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.

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

The curriculum areas are organised into the following faculties which meet on a regular basis to review, plan, monitor, assess and evaluate:

- English
- Maths

- Humanities – History, Geography
- Expressive arts – Music, Art, DT
- Science and communication – Science, Computing, MFL
- Wellbeing – PE, RE, PSHE
- Inclusion - Vulnerable groups

Our curriculum is planned using a thematic approach and to suit local needs where possible, to ensure cross curricular links and to make best use of local opportunities.

As a school, we pay close consideration to ensuring the curriculum matches our commitment in the following areas:

- Relationship and sex education (RSE)
- Spiritual, moral, social and cultural development
- British and school values

## **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:

- School visits
- Governor tea parties
- Learning walks

- Meetings with link co-ordinators

Curriculum subject leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Learning walks
- Book scrutinies
- Lesson observations
- Analysing assessment data

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

This policy will be reviewed every three years by the headteacher. At every review, the policy will be shared with the full governing board.