

St Augustine's Federated Schools Primary



Curriculum Policy

We want all of our community to have equal opportunities to experience life in all its fullness (John 10:10).

We encourage all community members to “be the best we can be” in every aspect of their lives as we grow in, and reflect on, the Christian virtues of Faith, Hope and Love (1 Corinthians 13)

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1. Curriculum aims

Our curriculum aims to:

- Provide a broad, balanced and ambitious education for all pupils
- Provide a knowledge-rich curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Enable pupils to develop meaningful links in their learning, building on prior knowledge and developing our young people as critical thinkers from their starting points
- 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
- Ensure that all pupils are given access to a wide pool of knowledge and skills and have the opportunity to make excellent progress, both academically and personally, whatever their background or ability level.
- Celebrate the diversity of the school and local community
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Provide all pupils with the knowledge and skills to enable them to keep themselves safe, healthy, make informed choices and know how to access support when needed
- Equip pupils with the knowledge and cultural capital they need to succeed in life

These curriculum aims are underpinned by our values:

Our school values of friendship, respect, wisdom, inclusion, honesty and courage underpin everything we do and are woven throughout the curriculum, supporting children's physical, emotional, social, moral, cultural and spiritual development alongside their academic progress.

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 body's 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 body

The governing body 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, including subject leaders, curriculum lead and SENDCo will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

- Our curriculum is constructed to be creative, diverse and inclusive and is designed to meet the needs of all pupils within the St Augustine's CE Primary community. The curriculum intent is based on the school's vision and values and is ambitious, meeting the needs of

pupils with high levels of SEND and those from disadvantaged backgrounds. The curriculum is sequential; progressive in knowledge, understanding and skills; and gives all pupils, including those from disadvantaged backgrounds, access to the cultural capital that will support their readiness for life in modern Britain.

- Our curriculum comprises all the learning and other experiences that we plan for our pupils. This is informed by the National Curriculum (2014), specifically the individual subject programmes of study. Our St Augustine's curriculum aims to contextualise learning and provide relevance for children whilst enhancing their cultural capital. We use published schemes for most subject areas to ensure consistency and progression in our teaching and learning. These also provide high quality resources to support curriculum delivery.
- Our curriculum sets out a clear progression of skills and knowledge for each subject area across every year group. Our progression of skills and knowledge maps show the skills taught within each subject and how these develop to ensure that end of key stage attainment targets in the National curriculum are securely met by the end of each key stage. Key concepts are woven across all units rather than being taught discretely. We follow a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning.
- Our EYFS curriculum is planned to allow pupils to work towards meeting the Development Matters statements and the Early learning goals, while also covering foundational knowledge that will support them in their further learning in Key stage 1. See our EYFS policy for information on how our early years curriculum is delivered.
- Units of lessons are sequential, allowing children to build their skills and knowledge, applying them to a range of outcomes. The formal elements, a key part of the National Curriculum, are also woven throughout units. Key skills are revisited again and again with increasing complexity in a spiral curriculum model. This allows pupils to revise and build on their previous learning.
- Guidance on adaptations to the curriculum is available for every lesson to ensure that lessons can be accessed by all pupils and opportunities are provided to stretch pupils' learning. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.
- British Values and spiritual, moral, social and cultural development are interwoven throughout our wider curriculum for foundation subjects. We use the SCARF curriculum to deliver PSHE (which includes relationships and health education) and to further develop children's understanding of British 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)

Teaching staff are required to have a strong understanding and knowledge of basic pedagogy. They are expected to explain new concepts clearly, break learning up into manageable chunks, use questioning effectively, adapt their teaching to the needs of the pupils and constantly assess and check understanding throughout their lessons. This will enable teachers to provide appropriate support to children who are falling behind including the lowest 20% in each class and ensures that appropriate challenge is given to higher attaining pupils. Misconceptions must be addressed, teaching adapted and clear feedback given in order to ensure that all pupils make good or better progress. Interventions should be put in place to address learning gaps/misconceptions and help children to overcome barriers to learning.

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. Pupils with SEND must be set aspirational targets which are monitored closely and there should be no ceiling to their learning outcomes. They are encouraged to be independent learners and take responsibility for their own learning journey.

The curriculum is adapted for pupils with SEN and/or disabilities to overcome any barriers to learning. Pupils are supported through small group work, 1:1 intervention, nurture groups, learning mentors and visual/physical resources. Our SENCo has developed an Adaptations for Learning Document to support all teaching staff to make effective adaptations for SEND pupils across all areas of the curriculum. This document sets out the four areas of need and specifies adaptations that can be made within each subject area. This resource should be used alongside adaptations suggested in schemes of work and pupils' EHCP or SEND plans.

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. Teaching staff should make use of visuals to support these children.

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:

- governor visits
- monitoring the effectiveness of the curriculum policy
- meetings with senior leaders and subject leaders
- regular reports to the Full Governing Body by the SLT

Subject leaders monitor the way their subject is taught throughout the school by carrying out:

- planning scrutinies
- learning walks and lesson observations
- book scrutinies

- pupil voice
- reviewing marking and feedback
- termly pupil progress meetings
- analysing assessment data and identifying actions
- monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by Head of Primary and Curriculum Lead. At every review, the policy will be shared with the full governing body.

7. Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Subject Policies