

CURRICULUM POLICY

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1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils.
- 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' 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, with high expectations for every pupil and appropriate levels of challenge and support.
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.

To achieve these aims the curriculum is planned to be:

- Accessible so that there is equality of opportunity for all.
- Broad so that it provides a wide range of knowledge, skills and experiences.
- Balanced so that each subject has sufficient time to contribute effectively to learning.
- Coherent so that topics can be linked where appropriate to make the whole learning experience meaningful.
- Differentiated so that the learning matches the aptitude and ability for each pupil.
- Progressive so that learning builds up in a systematic way.
- Relevant so that learning can link children's experiences to the world at large.

We set high expectations and through the curriculum aim to develop children who/who are:

- Resilient and strive for excellence in all they do
- Encouraged to value others, their views, cultures and beliefs
- Succeed and reach their full potential
- Persevere when challenged
- Encouraged to consider a healthy and active life style
- Confident and active learners
- Tolerate others and show kindness

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 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 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 in school

- Other staff will ensure that the school curriculum is implemented in accordance with this policy.
- Subject leaders are in charge of driving their subject forward, monitoring the provision for their subject and reporting findings back to the Senior Leadership Team.

The roles and responsibilities of subject leaders are as follows:

- Carryout regular monitoring tasks.
- Contribute to School Improvement Planning with subject actions/areas for improvement.
- Attending relevant continuing professional development (CPD) courses to keep up to date with latest curriculum changes.
- Looking for and sharing good education resources (such as apps, websites, software and teacher-made resources).
- Sharing examples of good practice with other schools.
- Ensuring curriculum coverage and progression of skills.
- Organising resources for the subject and signposting staff to relevant resources.
- Supporting staff across the school with the teaching of the subject.

- Encouraging parents to get more involved and engaging them when necessary.
- Raising the profile of your subject.
- Assessing levels of knowledge among staff and deciding if training is needed.

4. Organisation and planning

At Oakley Cross Primary School, we aim to provide a high-quality curriculum that builds confident and successful learners from Early Years onwards. Staff have worked collectively to design a curriculum that meets the requirements of the National Curriculum.

English, Science, History, Geography and PSHE, our curriculum drivers, help to shape the learning at Oakley Cross and ensure all children are offered a wide range of opportunities both within and beyond the classroom.

The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children.

This includes an ever-growing range of 'Extra Curricular' opportunities available to our children across all year groups. The school provides an excellent range of After School Clubs allowing all children to develop diverse and exciting skills.

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:

- Meetings with the Head teacher and Subject Leaders
- Observations/ learning walks
- Work scrutiny
- Pupil discussion
- Through information in HT Report