



Curriculum policy

Approved by:	Full Governing Body	Date:
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Contents

1. Curriculum aims.....	2
2. Legislation and guidance.....	2
3. Roles and responsibilities.....	3
4. Organisation and planning.....	4
5. Inclusion.....	6
6. Monitoring arrangements.....	6
7. Links with other policies.....	7

1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- 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 for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

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 [Maintained School's Governance Guide](#).

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.

> Subject leaders of foundation subjects:

> Curriculum lead and subject leaders of broader curriculum subjects:

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within books.

4. Organisation and planning

Our curriculum has been designed to enable curiosity about the world around our pupils; to include and then extend their knowledge beyond their immediate locality. We recognise that our school is in an area of relative geographical isolation and does not represent the cultural diversity experienced in other locations in Britain. We therefore see it as our responsibility to help broaden our children's views and experiences beyond East-the-Water, including the United Kingdom and wider world. Our curriculum broadens our children's understanding by: learning about events that have happened in the past and how they shape our world today; celebrating significant individuals and how they have impacted our lives; comparing our locality with other parts of the world; understanding how space and place change over time; and learning about and appreciating music and art from around the world. At East-the-Water Primary we understand that in order for children to learn effectively we need to help them build schemas of prior learning in order to understand and attach new learning. This is achieved with coherent progression maps for each subject which focus on the following: the National Curriculum, substantive knowledge, vocabulary and disciplinary skills.

We want all of our children:

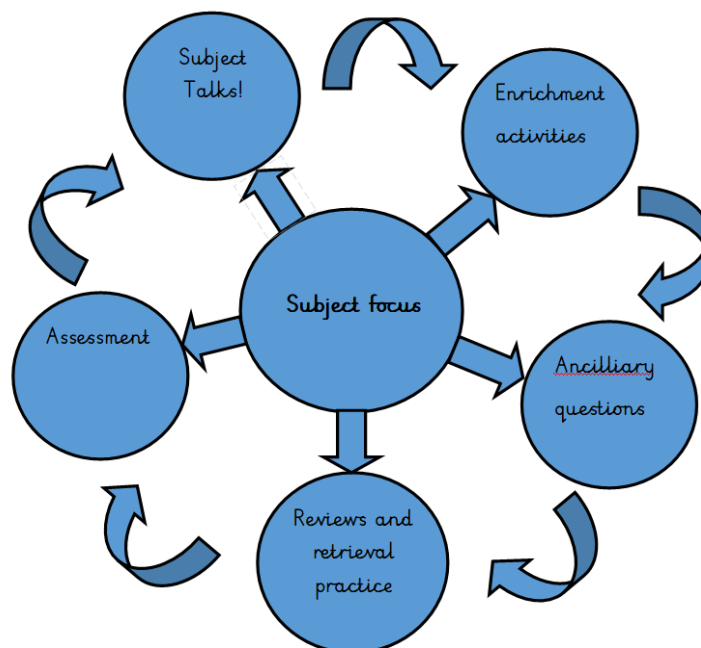
- To develop a lifelong love of learning and curiosity about the world around them.
- To immerse them in language and provide a range of contexts, allowing for language and comprehension development.
- To build on their own self-awareness and awareness of others.
- To prepare them for opportunities and experiences that extend within and beyond their locality into the wider world.
- To understand their own nationality and culture at the same time as nurturing knowledge and respect for other faiths, cultures and lifestyles.
- To take pride in their own achievements and value their contributions to wider school life.
- To take ownership of their learning and to know more and remember more.
- For prior learning to be recalled with ease, so that new knowledge can connect to it allowing for deeper understanding.

Our curriculum is grounded in evidence about how pupils learn and retain knowledge in the long term. Using the 'Principles of Rosenshine' we focus on key learning that underpins previous and future learning. Each scheme of work connects, allowing pupils to develop deeper understanding of the key skills and knowledge in each subject. Our lessons are planned to ensure that children; can rehearse previous knowledge; use previous learned skills to explore new content; have opportunities to retrieve new knowledge in each session to allow it to progress from working memory to long-term memory. Metacognitive strategies are threaded through all teaching to develop independent, confident learners. We have developed our curriculum to put more emphasis on oracy, allowing time for discussion, reasoning and debate within each lesson.

Parents are encouraged to engage with the school and their child's learning by:

- Teachers celebrating successes through 'Star of the Week'
- Teachers being available to discuss parental concerns and provide positive feedback at the end of the school day.
- Termly curriculum letters to parents.
- Two parent consultations (Autumn and Spring term)
- School report (Summer term)
- Learning highlights shared in Newsletters and on school website.

Curriculum Cycle



Curriculum Rationale

Subject focus: Geography, history and religious education start with a 'big question'. The question can only be answered through a series of carefully sequenced lessons that allows for substantive and disciplinary knowledge to be learned. Music, art, and design and technology are presented as projects where children practice a range of skills and acquire the knowledge to produce their own product at the end.

Subject Talks!: Each lesson begins with a discussion linked to previous learning. This can review learning of the current subject or it can link together ideas of previous learning: including previous years. Children are encouraged to voice their opinions but also to listen and respond to others, helping to build understanding.

Enrichment activities: – Each sequence will be linked to either a visit, visitor or lesson which immerses the children in the subject allowing them to deepen their substantive and disciplinary knowledge. In geography, each sequence will have a 'fieldwork' focus.

Ancillary questions: Where there is a 'big question', lessons are planned around a series of ancillary questions that allow for the children to build their substantive and disciplinary knowledge and demonstrate their understanding of end points.

Reviews and retrieval practice: Reviews take place at the start of each sequence of learning and throughout. These allow children to rehearse prior and current learning enabling stronger understanding of the subject. Retrieval practice is used to support the transfer of knowledge into long-term memory.

Assessment:

Geography, history and religious education: In Early Years and KS1, children will be given the opportunity to demonstrate their understanding of the 'Big Question' through oracy or a short write. In KS2, children will answer the 'Big Question' with a final written rhetoric.

Art, design and technology and music: All children will be assessed on the product produced from their project.

Our curriculum also covers the following areas (please refer to RSE Policy for content):

- Relationships and health education
- Spiritual, moral, social and cultural development
- British values

Organisation and planning

Our yearly curriculum map indicates which subjects are taught to which groups of children in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Medium term plans are written to ensure coverage of the foundation subjects. They include learning objectives and ensure that both substantive and disciplinary knowledge is covered.

- Subject leaders will check curriculum content each year and ensure where reasonable that resources are available. Our school benefits from curriculum resources that have been built up over the years to support children's learning.
- Subject leaders are responsible for the storing and managing of resources for their subject.

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:

- Meeting with subject leads.
- Inviting subject leads to provide updates at monitoring committee meetings.
- Meeting with school council.

Subject leads and curriculum lead monitor the way their subject is taught throughout the school by:

- Learning walks, book scrutinies, lesson observations, monitoring of medium term plans, pupil interviews and staff meetings.
- Subject leads and curriculum lead are responsible for gathering evidence of monitoring throughout the school. This is reported twice a year to the governing body.

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

This policy will be reviewed every year by the headteacher, curriculum lead and monitoring committee. 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
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- RSE Policy