

Elworth C of E Primary School



Curriculum Policy

Date:	September 2024
Review Cycle:	Annually
Reviewed By:	Mrs S. Buckley
Approved By:	Mr N. Garratt
Next review date:	August 2025
Nominated Governor:	Mr B Pitt

Mission Statement

At Elworth CE Primary school we believe in the Church of England's vision for education which is 'Deeply Christian, Serving the Common Good.' Education should enable children to flourish and reach their full God given potential. To do this fully we need to develop children's characters so that they not only succeed academically but flourish in life skills. This is the basis of Character education; a concept of lifelong learning where pupils live out the virtues they encounter and learn to take their place as active global citizens. Our hope is that every child will become courageous advocates for change. We aspire that all our children are a blessing beyond the school walls, beyond their families, beyond their local community, as global citizens. To achieve this the children and adults at Elworth embark on an exciting and adventurous journey together joining in with God's redemptive work in the world and learn to be advocates for change.

At Elworth we create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of diversity within modern Britain. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives.

Intent

At Elworth CE Primary school we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day.

'Love God, Love Learning, Love one another.' Matt 22: 36-40

We are a partnership of school, church, home, the Diocese and community. We create a stimulating and caring environment, grounded in Christian belief and practice, so that all members of our school community can flourish. We maintain that learning should be a rewarding experience for everyone; it should be enjoyable. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. This policy highlights classroom practices and procedures that promote high quality teaching and learning.

Life is not lived in separate blocks of time with certain skills and knowledge being used at only those times; because of this we encourage and promote a cross curricular approach in school. An understanding of basic skills and knowledge in all areas and that subjects intertwine is therefore

required by everyone, in order for them to understand the world around them and achieve their own potential. At Elworth we aim to provide the foundations that these skills can be built upon.

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

Independent learning skills and resilience, to equip them for further/higher education and employment

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 [Governance Handbook](#).

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the school has chosen to follow.

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 (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

4. Implementation

The curriculum at Elworth follows the guidelines set out in the National Curriculum 2014. The foundation subjects in Years 1-4 are taught in year groups and Years 5 and 6 follow a two year rolling programme. The core subjects of Maths, English (reading, phonics and writing) and Science are taught in year groups from Year 1-6. At Foundation stage the children are taught through a

Narrative Immersion approach around the 15 areas of learning so that they can achieve the early learning goals.

The philosophy of education at Elworth is underpinned by Christian values, following a very simple guideline- to help all children from the earliest point 'To love learning.' The curriculum is organised so that it can be taught in a thematic way. Topics are chosen and planned for which include as many relevant learning links as possible. As many relevant links as possible are found so that the children's learning can be both knowledge based and creative. Maths, Science, Phonics and some elements of writing are often taught discretely. Where there can be links made with the topic theme, the teachers plan this to be a strong link.

All foundation subjects are championed and led by teachers. They are responsible for the management and resourcing of that subject area and report regularly to the senior leadership team and governors about the provision of their subject in all phase areas. There are policies which cover each subject area and provide a basis from which each subject is taught.

Some subjects areas like RSHE (Relationships and Sex Education) or SMSC (Social, Moral, Spiritual and Cultural education) or British Values are covered by the broader curriculum. As a Church school based on Christian values many of these areas are taught through understanding God's love as well as through myHappyMind. There will be elements of these values taught across many subject areas- for example RSE will be covered through the Science curriculum but there will be some elements which will need discrete teaching. There may be collective opportunities to teach knowledge through class worship or phase assemblies. Where this is possible teachers will do this as part of our wider curriculum. British values are taught through the whole curriculum. For example, when looking at the Ancient Greeks or visiting parliament, aspects of democracy would be studied whereas tolerance would be taught through our understanding of different faiths in RE (Religious education) or through a news story, or through a situation which has arisen within the children's lives. Teachers are always looking for greater and more relevant opportunities to teach all areas of the National Curriculum.

Teachers plan the teaching of the curriculum in three ways: Short, medium and long-term planning.

- Short- this is the day to day week to week planning which is an on-going dialogue/ commentary which is used to assess how well the children are learning and how they are progressing against the learning objectives.
- Medium- these are plans which provide the basis for what is being taught in each class. They are a well thought out sequence of lessons which cumulatively build on each other, a process of small steps which help a child to progress from A-B within a required timeframe. For example, in Writing this would be a 10 lesson plan which would have a written outcome which would incorporate the elements taught each day.
- Long- these are the overviews which have been designed by the leadership team of school and adapted and improved over a period of time. They provide a basis for the theme or topic and would link directly to the National curriculum programme of study for each key stage. They bring together each subject area, ensuring that a broad, balanced and exciting diet of learning was prepared for each child in each year group/ phase. For example,

children in KS2 would study 'Ancient Egyptians' by visiting Manchester Museum and seeing the exhibits first hand. The long term plan would help link the knowledge, skills for each subject area and provide curriculum breadth by joining the learning objectives for Art or DT and providing real learning opportunities under the Egyptian theme.

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:

- *school visits,*
 - *meetings with the pupils*
 - *meetings with subject leaders and senior leaders*
 - *meetings with parents*

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

- *planning scrutinies,*
- *learning walks*

- *book scrutinies*
- *pupil voice*
- *subject leaders also have responsibility for monitoring the way in which resources are stored and managed.*

This policy will be reviewed annually 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
- Teaching and Learning policy
- SEN policy
- RSHE Policy
- PSHE Policy
- SMSC Policy