

**“Enabling every child to achieve their best”**

# **Curriculum policy**



**Approved by: The Governing Body of Fullwood Primary School**

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## 1. Curriculum aims

Our curriculum aims/intends to:

- **develop a love of and positive attitude towards learning** - Our curriculum is creative and cross-curricular, with learning set in meaningful contexts with strong links to 'real' life. *This ensures children enjoy their learning and can see how new learning is used in everyday life, making skills and knowledge easily transferred into their own personal lives when they need.*
- **provide a broad range of experiences for our pupils and promote Cultural Capital** - *Bespoke, personalised termly learning journeys allow our children to have opportunities in a wide breadth of experiences and create a love of learning. Our pupils' backgrounds, our culture and our climate for learning provide planning drivers that underpin all areas of our curriculum. These drivers are renewed annually to ensure that our curriculum provision is malleable and responsive to the changing context of the local, national and global community that we live in as well as taking into account the specific needs of our children.*
- **Offer an engaging range of experiences which support spiritual, moral, social and cultural development** - *pupils enjoy a 'full spectrum' of academic, physical, spiritual, moral, social and cultural activities that enrich their lives and build their cultural capital giving them every chance to succeed academically and engage in wider society. Spiritual, moral, social and cultural development, along with a well-planned and structured programme of personal development, underpins all of our work, is embedded within our curriculum and is monitored as closely as academic subjects.*
- **enable all of our children to have the confidence and skills they need to be happy, life-long learners.**
- **provides appropriate balance** - *Our curriculum gives pupils an excellent mix of academic and personal development; it gives equal importance to core and foundation subjects; physical wellbeing and mental wellbeing are both valued, understood and prioritised by our careful consideration of curriculum design. The philosophy of our curriculum is underpinned through a balance between knowledge base provision and skills development that ensures our children are on their way to becoming life-long learners.*
- **Our curriculum guarantees progression** - *Our schemes of work are designed so that progression is based on the opportunities that the children have to reinforce and extend prior learning of content and skills each year. The skills that are taught in Year 1 are built upon throughout the children's time at Fullwood so that children leave us in Year 6 with the best possible chance of success at secondary school.*
- **be creative and cross-curricular, setting learning in purposeful contexts with links to real life** - *foster a deep level of understanding* - *Our schemes of work are designed, in each subject area, to allow for revisiting of 'Key Indicators' throughout a phase. This ensures that children have more than one opportunity to learn the objective and build upon a basic understanding. Lessons are planned to teach a Basic, Advanced or Deeper understanding of the skills and follow up activities are differentiated to support this. Children have excellent opportunities to develop skills to a mastery level whilst new learning adds complexity and independence to any tasks set.*
- **support pupils' physical and mental health** - *Our curriculum has a focus on mental health and well being at all times. This may be through the various subject areas as well whole school events, regular PE lessons, sporting events, awareness days, assemblies and embedded wherever possible into termly learning journeys.*
- **set high expectations for all children** - *enabling every child to be their best*
- **adopt a 'blended approach' to learning** - *building on the most effective strategies from our remote education experiences and embedding them into our policies and practices to support effective learning.*
- **provide a 21st century education preparing children for a technological future which has not yet been discovered**

## 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 Executive Headteacher/Head of school

The Executive headteacher/Head of School 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 Curriculum Lead

The Curriculum Lead is responsible for monitoring the implementation of this policy and

- adapting/amending the curriculum in line with any DfE updates/statutory requirements
- liaising with subject leaders to create policies in their subject areas in line with the overall curriculum policy.
- coordinating any consultation (esp curriculum drivers) in regard to curriculum design with appropriate stakeholders
- supporting subject leaders to ensure effective provision in their subjects
- reporting to governors in regards to current issues/concerns with the curriculum
- to ensure that current local, national and global community issues are represented in the curriculum

## 3.4 Subject Leaders

- to ensure effective high quality provision in their subject area
- liaise and report to the curriculum lead regarding progress and attainment in their subjects
- to monitor provision in their subject area and provide feedback and support as needed
- to raise the profile and arrange events/experiences in their subject area
- to coordinate and ensure resources are available for their subject area

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## 3.5 Phase Leaders

- to lead a phase team in the planning and delivery of the curriculum according to this policy
- to coordinate Learning Journeys and experiences with the Curriculum lead

## 4. Organisation and planning

At Fullwood, we take a creative, cross curricular approach to our curriculum ensuring that learning brings awe and wonder to engage pupils in wanting to know more, do more and remember more.

Our 'Learning Journeys' use 'Inspirational Learning' to create excitement and motivation for our pupils to learn whilst our Fullwood Mastery schemes of work (long term planning in each subject area) in each subject provide a progressive framework to ensure skills and knowledge are built upon year after year as well as ensuring high standards in every year (long term planning in each subject area) group. Learning Journey overviews (medium term planning) are aligned to the mastery schemes of work and careful consideration is given to sequencing of individual key indicators for a series of lessons.

Our pupils' backgrounds, our culture and our climate for learning provide planning drivers that underpin all areas of our curriculum. These drivers are renewed annually, through consultation with all stakeholders, to ensure that our curriculum provision is malleable and responsive to the changing context of the local, national and global community that we live in as well as taking into account the specific needs of our children.

Pupil Voice is important to us at Fullwood and we consult with our children to help us shape our curriculum. This will be through the school council, learning advisors, regular whole school pupil questionnaires, pupil interviews and through everyday discussions and observations. Feedback from our children helps guide what they are learning in their classrooms everyday.

At Fullwood, our mission statement 'Enabling every child to achieve their best ... becoming confident, happy and healthy pupils who are lifelong learners' exemplifies our attitude and approach to the importance of the development of all aspects of SMSC (Social, Moral, Spiritual and Cultural Education). The spiritual, moral, social and cultural development of our children, as well as British values are embedded throughout the curriculum and every opportunity to raise awareness or highlight certain traits and values are taken.

We firmly believe in a holistic education, experience and curriculum that ensures that our pupils are well-rounded pupils. We recognise that the development of pupils, spiritually, morally, socially and culturally plays a significant part not only in their ability to learn and achieve their best but also in their ability to relate fully to and have the ability to access the world they live in.

We therefore aim to provide an education that provides children with opportunities to explore and develop their own values whilst recognising that those of others may differ but the commonality of being British and the values that the identity brings unites as a community. Beliefs, spiritual awareness, high standards of personal behaviour including a positive caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of other cultures are all critical skills and dispositions that we nurture, encourage and develop through our curriculum – in the widest sense.

The Relationships and health guidance has been woven into our PSHE curriculum so that it is taught from year 1 onwards, giving them skills and resources for them to be able to navigate their way through life more easily.

Trips, Visits, visitors, video conferencing, emails and other resources are planned or obtained to bring each learning journey to life.

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 SEND
- 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. These adapted lessons will follow the same learning journey as the rest of the class with objectives taught being suitable for their needs.

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 school council
- link visits with subject leaders and lesson observations
- governors day
- accompanying children on school trips.

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

- planning scrutinies, learning walks, book scrutinies, environment checks, pupil interviews, staff and pupil questionnaires, work outcomes, lesson observations, team teaching, cohort files

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

This policy will be reviewed every year by the curriculum lead. 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
- Non-examination assessment policy
- SEND policy and information report
- Equality information and objectives
- RHed (relationship and health education) policy