

# **Welford on Avon Primary School**

## **Policy on Curriculum**

**Reviewed: October 2023**



# **Welford-on-Avon Primary School.**

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### **Introduction**

#### ***Welford 'Cares'***

#### ***Creating Achieving Respecting everyone safely***

***'Our vision is to inspire a lifelong love of learning within a safe, inclusive and nurturing environment empowering self-belief, respect and resilience to support our school community to reach their full potential'***

**Our school is an uplifting place where all children are valued and cared for and during their time at the school and through our curriculum we want to:**

- Achieve the highest possible standards through a broad and balanced curriculum in an innovative learning environment
- 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
- Appreciate the wider world, recognising what we have in common and valuing differences
- Grow from mistakes, share and challenge the ideas of others and have their own ideas challenged
- Understand that effort is a vital part of success
- Demonstrate a positive attitude to learning
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

### **Aims and objectives**

We build on the children's natural curiosity, enthusiasm and their thirst for knowledge.

We encourage active involvement from our children by inspiring them to generate questions that challenge and promote good thinking and dialogue. We aim to develop in all of our children:

- a mathematical fluency and the application of mathematical skills
- a love of reading and a solid command of vocabulary, as well as the stamina to write at length accurately
- an understanding of the world and a sense of excitement for scientific enquiry curriculum

- an understanding of and access to a broad and balanced curriculum.
- an understanding of the developing world, including how their environment and society have changed over time
- access to a wide ranges of wider experiences to build citizenship ( cultural capital)
- an appreciation of our British culture and to enable pupils to be positive citizens
- to appreciate and value the contribution made by all ethnic groups in our multi-cultural society;
- to teach children to have an awareness of their own development, and to distinguish right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and others and high self-esteem so to live and work cooperatively with others.

## Organisation and planning

- We plan our curriculum in three phases. We agree a long-term plan for each key stage.
- This indicates what parts of the curriculum are to be taught in each term, and to which groups of children. We review this long-term plan on an annual basis.
- Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each term and plan the delivery of the programme of study for each year group.
- Our short-term plans are those that our teachers plan on a weekly basis. We use these to set out the learning objectives sequence for each session, and to identify what resources and activities we are going to use in the lesson.

## 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](#).

## Roles and responsibilities

**Our governing body's Performance and Standards Committee is responsible for monitoring the intent, implementation and impact of the curriculum**

- This committee/subject governors reviews each subject area during its annual cycle of review and development.
- There is a named governor assigned to special needs, who liaises with the SEN coordinator, and monitors the ways in which special needs are addressed.

- There is a named governor assigned to each subject, who liaises with the subject leader and monitors the ways in which the subject is delivered.
- The headteacher is responsible for the day-to-day organisation of the curriculum. The headteacher monitors the weekly lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.
- This policy is monitored by the governing body and will be reviewed every two years, or before if necessary.

**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

### **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

### **Other staff: Subject Leaders**

Subject Leaders will ensure that the school curriculum is implemented in accordance with this policy. Each subject within the curriculum has an appointed subject lead. They are responsible for ensuring that the

- A long-term plan has been devised considering the context of our school and a progression of knowledge and skills in the subject as pupils move through the school.
- All required elements of the subject, have aims and objectives which reflects the vision of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the subject is adequate and is reviewed by the governing board
- Procedures for assessment are in place and closely monitored
- Attending relevant continuing professional development (CPD) courses to keep up to date with latest curriculum changes.
- Passing on information to via knowledge-sharing staff meetings
  - Looking for and sharing good education resources
  - Sharing examples of good practice
  - Raising the profile of the subject in the whole school
  - Assessing levels of knowledge
  - Liaising with the senior leadership team (SLT) to look at data, such as progress and expectations data, and ensure that progress is on track
  - Setting targets and creating an action plan for their subject to maintain standards
  - They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives.

The school gives subject co-ordinators non-contact time each term, so that they can carry out their duties.

### **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.

## **Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *school visits,*
- *Meetings with subject leaders and the SLT*
- *Interviewing pupils*
- *Subject leaders reports*
- *Attending pupil progress meetings*

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

- *planning scrutinies,*
- *learning walks,*
- *book scrutinies,*
- *pupils interviews*
- *staff interviews etc.*

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

This policy will be or reviewed annually by headteacher and performance and standards committee. After every review, the policy will be shared with the full governing body via the governor hub..

## **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
- Subject policies

Children are taught how to keep themselves safe through the 'Taking Care) Including NSPCC PANTS)' and 'Clever Never Does' programme and the safety and wellbeing of our children is central to our curriculum.

**Reviewed: reviewed October 2023**

**Curriculum Policy October 2023**

**Welford on Avon Primary School is committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity for all staff and young people.**

**Signed:**

**Date:**

*This school is committed to safeguarding and promoting the welfare of children and expects all staff, parents and volunteers to share this commitment*