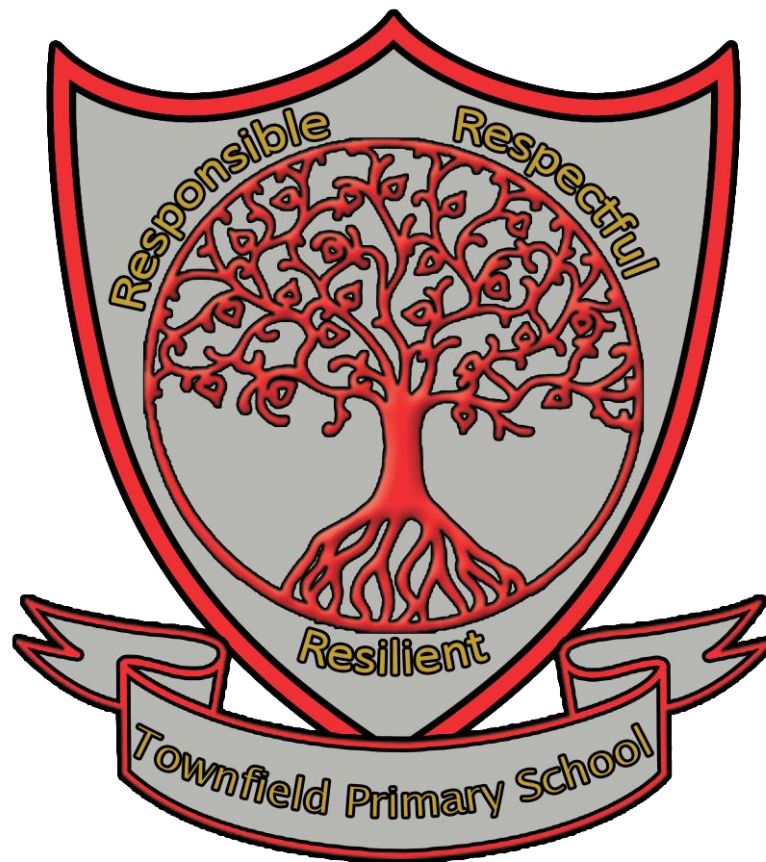


Townfield Primary School

Curriculum Policy



This policy was adopted by the Governing Body Summer 2020

This policy is due for review Summer 2021

Townfield Primary School

Curriculum Policy

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1. Curriculum Aims

We aim to provide our pupils with an engaging and empowering curriculum that equips them for today and tomorrow, building on their natural curiosity and thirst for new experiences and knowledge.

We view the curriculum as the totality of every planned/unplanned experience and interaction that pupils encounter within our school. It informs every aspect of our practice and culture from academic content to the personal development of characteristics and virtues.

Our curriculum aims to improve the life chances of all children by ensuring each child becomes:

- A **resilient individual**, who tackles challenges positively and makes good progress by knowing more and learning more.
- A **respectful person** who values other people's perspectives, beliefs and differences in culture, gender and sexuality.
- A **responsible citizen**, able to live a safe and healthy life and also make a positive contribution to society.

We will provide:

- A broad, carefully planned and sequenced curriculum, ensuring new knowledge and skills build on what has been taught before and towards clearly defined end points.
- A curriculum where knowledge and skills are constantly revisited and refreshed to ensure that they become embedded as there has been an alteration in the children's long term memory.
- A curriculum that encourages a positive attitude towards learning, curiosity and analytical thinking and develops creativity and independence
- A curriculum which builds on the interests, strengths, talents and experiences of all our pupils, providing the 'cultural capital' (the best knowledge, skills and understandings) they need to succeed in life.
- Widening of horizons and raising aspirations about the world of work and further education.
- A curriculum that provides equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- A curriculum that support pupils' personal and moral development, through our Townfield values of respect, responsibility and resilience.
- A curriculum that promotes: Global, Social, Health, Environmental, Financial, Entrepreneurial, Spiritual, Social and Cultural awareness

2. Legislation and Guidance

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 we have 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 Trustees

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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- 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
- 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

- The deputy headteacher, is the curriculum leader and is responsible for ensuring a high quality, broad and balanced, progressive curriculum across school. This will be achieved through working with all subject leaders to monitor planning, teaching and standards.
- Subject leaders are responsible for planning curriculum overviews, progression 'Milestone' documents and short term planning for their subject. They also need to lead on CPD for their subject, monitor teaching and standards and ensure their subject is well resourced.
- The SENDCO will work with subject leaders and class teachers to ensure that the needs of SEND children are planned for so that they can still access the expected learning outcomes. This also includes the line management of the teacher of the deaf to ensure that all deaf children are appropriately supported and able to access the curriculum.
- Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

The curriculum is broad and balanced and learning is progressive

- At Townfield Primary School, a full range of national curriculum subjects are delivered in order to offer all of our children a broad and balanced curriculum. These include: English, Mathematics, Religious Education, Science, History, Geography, Art and Design, Design Technology, Physical Education, Music, French and Computing. Personal, Social and Health Education is also taught and covers RSE, Philosophy for Learning, British Values, Citizenship and Safer Messages. All children are also taught British Sign Language which is weaved through the curriculum.
- Subject leaders use their expertise to develop a 'Curriculum Overview' and 'Curriculum Milestone' document for their curriculum area. These identify National Curriculum coverage, structure and key skills that need to be attained as children move through each term, year group and Key Stage.
- Subject leaders are also responsible for short term planning across the school to ensure that learning is progressive and well sequenced. Prior learning, crucial knowledge/key concepts for the end of each lesson and the end of the unit is clearly identified.
- Links have been made between the EYFS curriculum and the National Curriculum to ensure that knowledge and skills are built upon the children's learning and experiences in the Foundation Stage.

The curriculum is broad and balanced and the retrieval of previously learned content is frequent and regular

- English and Maths are a core part of daily teaching.
- PSHE, Computing, PE and French (from Year 3) feature on the timetable every week.
- Science, RE, History, Geography, Art and DT are taught in one or two week blocks, building on what the children have previously been taught. The blocking of these subjects enables children to immerse themselves in the concepts, knowledge and skills in depth.

- Where appropriate, links between subjects are made to support engagement, relevance and meaning to the curriculum. This also enables key learning to be re-visited.
- Many of the units taught in English as well as story times sessions link to the topics taught in history, geography and science.
- Skills learned during English and Mathematics lessons are applied throughout other curriculum areas.
- As reading is such an important skill, it is featured highly in all areas of the curriculum. Teachers regularly share non-fiction texts to extend the children's vocab and model effective reading
- Continuous provision, in the form of daily routines compliments the teaching of some aspects of the curriculum and in other cases, provides retrieval practice for previously learned content (e.g. telling the time; knowledge of the seasons, countries, spelling, phonics, arithmetic, key vocabulary).
- Information Technology is used as a tool to engage, motivate and personalise learning in addition to the teaching and learning of computer knowledge and skills.
- All lessons include 'sticky learning' opportunities in the form of a quick game or quiz where children are expected to retrieve key knowledge and concepts.
- Time is given to ensure depth of learning. Lessons are planned to ensure enough time is given to explore and deepen key learning.

Learning is Enriched

- Learning is made memorable and engaging through first hand experiences. These include "hands on" opportunities, educational visits, visitors to the school and residential visits in Year 2, 4 and 6.
- All children learn outdoors on a weekly basis to develop forest school skills.
- High quality resources support children exploration and learning in lesson.
- Children are also given opportunities to explore and extend their interests in learning activities after the school day.

Vocabulary is taught explicitly in every lesson

- The teaching, modelling and use of subject specific vocabulary is a key part of every unit of work in all curriculum areas and is incorporated into daily lessons.
- Subject leaders have mapped out vocabulary throughout school to ensure that it progresses through each year group and key stage.

- Cross-curricular vocabulary links are made where possible.
- Vocabulary development is supported through the use of word banks for children to refer to for each new topic, through topic displays and vocabulary lists are sent home at the beginning of topics.
- Engaging teaching strategies are used to teach vocabulary explicitly in every lesson. See Vocabulary policy for more details.
- The vocabulary subject leader lead training and monitors the teaching and progression of vocab across the school.

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, including deaf children in our base
- 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

Trustees monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects.

The ‘Standards Committee’ has a specific curriculum focus and meets regularly to monitor the curriculum offered, attainment and progress of the children.

There is a link trustee for each curriculum area who meets regularly with the subject leader to find out about attainment, progress and future priorities.

The Senior Leadership Team, the curriculum leader and subject leaders monitor the way the curriculum is taught throughout the school by:

- Learning walks;
- Planning scrutinies;
- Work scrutinies;
- Scrutiny of environment and display;
- Talking to pupils;
- Scrutinising assessment data and having pupil attainment/progress meetings.

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 leader.

7. Links With Other Policies

This policy links to the following policies and procedures:

- > Subject specific policies
- > Vocabulary policy
- > EYFS policy
- > Assessment policy
- > SEN policy
- > Equality information and objectives
- > Pupil Premium policy
- > Relationships and Sex Education

Policy/Plan administration

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Details of any amendment(s)	
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Electronic copies of this plan are available from	The school office
Hard copies of this plan are available from	The school office
Date of next review	Summer 2021
Person responsible for review	Updated by DHT & AHT