



St Saviour's
Community Primary School

Believe, Achieve and Succeed

Curriculum Policy

Aims

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
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

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

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

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

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Subject leaders will ensure the implementation of this policy across their subject and develop subject specific policies in accordance with.

Organisation and planning

At St. Saviour's Community Primary School we use the National Curriculum as a starting point for a broad and varied learning experience for our children. Our curriculum is enriched through our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world in which we live in. Through our commitment to developing the whole child, our children have the opportunity to be creative, to be physically active and to be academically challenged.

The relevant national curriculum programs of study are taught. Along with effective spiritual, moral, social and cultural (SMSC) development as this helps to prepare our children for life in modern Britain.

Our curriculum is planned using a two year cycle. We teach the Foundation Stage Curriculum, the National Curriculum and the agreed local syllabus for R.E.

The subjects of English, Maths, Science, Computing, RE, PHSE, PE and Music are taught in specific, discrete lessons.

Art, DT, History and Geography are taught as part of a creative curriculum theme.

It may occasionally be necessary to teach elements of Art, D.T, Geography and History as discrete lessons in order to achieve subject coverage of the National Curriculum.

Letters and Sounds... We are following Government guidance with regards to 6 phases of phonics teaching. This six phase teaching programme focuses on high quality phonic work. The Intention is to "...equip children who are 5 with the phonic knowledge and skills they need to become fluent readers by the age of 7." Our creative curriculum provides a wealth of opportunities for cross-curricular learning and for using and applying skills such as those learnt in literacy and mathematics in a meaningful context.

Wherever appropriate, links are made between the theme being studied and other areas of the curriculum.

Teachers work hard to ensure the themes are motivating and creative for all the children and they are constantly reviewed to provide the best learning experience possible in response to children's interests and needs, as well as aspirations.

Classes are well resourced and school trips / visitors /events are used to extend the child's learning even further – making the whole learning experience a fun and exciting one,

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 the school council
- attendance at events

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

- planning scrutinies
- learning walks
- book scrutinies
- Pupil discussions

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

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Teaching and Learning Policy
- Marking and Feedback Policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives

This policy will be reviewed bi-annually by the Headteacher.

Deanne Marsh

3rd September 2018