

# Curriculum policy



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## 1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning
- 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 for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

## 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 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

### 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

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

The curriculum design is initially led by the Senior Leadership Team and each subject area is led and managed by the subject leader e.g. Phonics Leader, History Leader, EYFS Leader, History Leader etc.

## 4. Organisation and planning

Where possible the curriculum has a thematic and enquiry approach. Subjects are linked where this is feasible but links must not be tentative. It builds on previous knowledge and use a range of strategies to ensure that knowledge sticks i.e. mini quiz, feedback, pre and post teach etc.

Some topics have been chosen to better suit the diverse population of Oldham, such as studying the Early Islamic Civilisation, What's great about Greater Manchester? etc.

Subjects are designed to be progressive and should be accessed by all pupils and with adaptation for those children who need support and/or stretch.

Each subject is designed in three aspects; Intent, Implementation and Impact.

Some subjects follow a specific scheme: -

Maths – White Rose Hub

Phonics – Little Wandle

Music – Charanga

Computing – Teach Computing

MFL – I Languages (Spanish)

Other subjects, such as English, use a range of strategies e.g. Talk 4 Writing, Grammar Blast, Guided Reading and the cursive writing script to support progression.

The RE curriculum follows the objectives from Oldham SACRE and we use an enquiry-based approach to engage pupils more fully in their learning.

PSHE covers a range of areas for pupils and the inclusion of the Zippy, Apple and Passport programmes also support the elements of Relationships and Health education.

Science also covers elements of health education as well as the specifics of the key areas of the science curriculum.

Threaded throughout are the SMSC elements of the curriculum along with British Values. These can be evidenced in how the school community behave on a daily basis, in assemblies, in the daily support of each other, in the expectations of how we treat each other in school and beyond.

## **Planning:**

The Long-Term Plans for the curriculum are available on the school website.

These are broken down into medium term plans for balance and breadth, which can be annotated for short term delivery.

Plans are used to enable clear and concise learning intentions which are used to give pupils clear guidance on what they are working towards.

Some elements of the curriculum are blocked (Geography, History, Science) so that the topic is immersive. This helps enable pupils to absorb the visual, auditory and kinaesthetic aspects of learning and opportunities for cross curricular elements such as art, drama and technology.

*\*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 and adapt 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:

- Viewing the school website
- Visiting the school and meeting with SLT and subject leaders
- Speaking to pupils
- Inviting subject leaders to report at Governor Meetings

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

- Observing lessons
- Looking through pupil's books
- Checking planning against expectations
- Talking to children
- Learning walks
- Feeding back to teachers and follow up the feedback in next round of monitoring

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

This policy will be reviewed every two years by the Senior Leadership Team. 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
- SEN policy and information report
- Equality information and objectives
- RSE Policy