

CURRICULUM POLICY



Kindness, Respect, Collaboration, Resilience, Aspiration, Courage and
Friendship

This policy was adopted on: May 2023

The policy is to be reviewed: May 2026

1. Curriculum Aims

Our curriculum intent is embedded in our vision of enabling **all** children to flourish and prosper by uniting as a community of learners.

At St James and St John Church of England Primary School, we are committed to providing our pupils with a creative, stimulating and challenging curriculum that will equip them with the skills, knowledge and learning experiences that will provide a solid foundation for their journey of life-long learning.

We believe in the development of the 'whole child' and our school values of Kindness, Respect, Collaboration, Resilience, Aspiration, Courage and Friendship are integral to our aim of helping children develop their social and moral code. These Christian school values are what we live and breathe within our school and are incorporated into our learning opportunities.

We are committed to meeting the requirements of the Primary National Curriculum and the Early Years Foundation Stage Framework. Our schemes of work are specifically designed to reflect the content and challenge of these curricula. We ensure our curriculum is inclusive and enables **all** children to prosper academically, socially and emotionally.

Staff, governors and parents are committed to providing the best education and experience for each child equipping them with the skills to face the challenges of the 21st century and be good, caring citizens.

Our broad and balanced curriculum takes into account our location, our cohort of children and the opportunities our community can offer. Through a combination of the learning experiences developed in our curriculum, collective worship and everyday school life we will embrace equality and diversity, encouraging all learners to be kind and respectful. Everyone in our school community will always be valued equally. We welcome children who have their own unique needs and require a more personalised approach to our inclusive, nurturing and happy school.

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 the policy and hold the Headteacher to account for its implementation. The Governing Board will ensure that all of the National Curriculum and Early Years framework is being taught and that the school implements the relevant statutory assessment arrangements.

3.2 Headteacher

The Headteacher maintains an overview of the curriculum provided by the school. This involves strategic planning and monitoring and evaluating the curriculum, in partnership with the subject leaders.

3.3 Subject Leaders

Subject leaders ensure that all areas of the National Curriculum and Early Years Framework are identified and taught for their subject using the medium term plan. Subject Leaders have ensured

that each subject is coherently planned and sequenced enabling progression of skills and knowledge through creating progression documents.

Monitoring and evaluation of the curriculum takes place through learning walks, work scrutiny and pupil voice. This involves analysing the standards and assessment within the subject, providing or signposting staff towards training and resources. Subject Leaders are expected to engage in developmental work to enhance their subject knowledge with the aim to improve our curriculum offer. This may involve coaching their colleagues in subject specific teaching and learning. All teachers, with the exception of ECTs, are subject leaders and will ensure that their subjects' intents are in line with the curriculum policy.

Subject Leaders are responsible for writing and working on an action plan (in line with the School Development Plan) to improve standards within their subject.

3.4 Teaching and Support staff

Teachers and support staff will ensure that the school curriculum is implemented in accordance with this policy.

Teachers will use the weekly progression documents and subject scheme planning to teach their class. When teaching their class, teachers will ensure that teaching and learning is specific to the children in their class / group and adapt where applicable.

Teachers are responsible for ensuring children learn the knowledge and skills of our curriculum and for evidencing the learning. Teachers aim to close any gaps in children's learning, ensure that they make good progress, meet age related expectations and become aspirational and resilient learners. Under the guidance of teachers, Subject Leaders and the Headteacher support staff interact and support children with their learning, helping them make progress and prosper in all aspects of their learning.

4. Organisation and Planning

We intend for our curriculum to be creative, stimulating and challenging.

Our curriculum focusses on subject specific skills and knowledge that has been coherently planned and sequenced to enable progression and equip them with the skills, knowledge and learning experiences that will provide a solid foundation for their journey of life-long learning.

Through using a variety of resources, our curriculum is designed to encourage children to flourish and prosper - with many lightbulb moments along the way. Our children will learn to become resilient and embrace mistakes in a safe and supportive environment that encourages them to go above and beyond. The resources we use have been carefully selected to engage and challenge our children in their learning. We will strive to provide our children with a clear structure and progression in their learning journey.

At St James and St John Church of England Primary School we use a variety of schemes to guide our teaching and learning of the National Curriculum;

English – Literacy Shed +

Phonics - RWInc

Mathematics – White Rose

Science – Pzaz

Religious Education – Discovery RE / Bucks Agreed Syllabus

Art – Kapow

Design Technology – Kapow

French – Kapow

History – PlanBee

Geography – Oddizzi
Personal, Social, Health Education and Relationships and Sex Education – Jigsaw
Computing – iLearn2
Music - Charanga

Our EYFS curriculum is a holistic approach to education, developing the child as a whole and building confident, lifelong learners.

We intend for our curriculum to empower pupils to learn about the world first-hand through creative, stimulating and challenging experiences.

All pupils will work towards the school curriculum goals guided by Development Matters, Birth to Five and the Early Years Foundation Statutory Framework. Our EYFS curriculum goals are: Settle, Follow, Make, Move, Create, Write, Remember and Explore.

Through a combination of the learning experiences developed in our curriculum, collective worship and everyday school life we aim to develop the 'whole child'. We embrace equality and diversity, encouraging all learners to be kind and respectful. Everyone in our school community will always be value equally. We welcome children who have their own unique needs and require a more personalised approach to our inclusive, nurturing and happy school.

St James and St John Church of England Primary School is committed to providing the best education and experience for each child equipping them with the skills to face the challenges of the 21st century and be good, caring citizens who uphold the British values of democracy, rule of law, respect and tolerance and individual liberty.

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 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.

6. Monitoring Arrangements

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

- School visits
- Curriculum focussed school visit
- Headteacher reports
- Data

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

- Learning walks
- Lesson observations
- Work scrutinies
- Pupil Voice
- Assessment data

- Using the progression documents and medium term plans

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

This policy will be reviewed every 3 years by the Headteacher. 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
- Teaching and Learning policy
- Marking policy
- SEN policy and information report
- Equality information and objectives