

St Mary's Church of England Primary School



Learn. Grow. Achieve. Flourish.

Curriculum Policy

Our mission is to provide a safe, supportive and happy learning environment where all children can learn, grow, achieve and flourish.

'I instruct you in the way of wisdom and lead you along straight paths.'

Proverbs 4:11

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Rationale

At St Mary's, careful consideration has been given to the knowledge, understanding, skills and values pupils learn. The curriculum is designed to enable teachers to deliver subject content knowledge with confidence, with content delivered in the most effective way for learning, whilst having high ambitions for the learning of all children.

At St Mary's, it is recognised that curriculum design must consider:

- Safeguarding, and health and safety.
- British values, the school's values and ethos, whilst being relevant to the pupil's attending the school
- Substantive content, disciplinary content and general skills for each subject discipline that is delivered by teachers in the most effective way for learning
- Careful sequencing, chunking and re-visiting of programmes of study to ensure that pupils learn foundational knowledge before moving on to more complex ideas.
- Ongoing CPD to ensure teachers:
 - have a good understanding of subject pedagogical knowledge so that they have the most effective examples to demonstrate a concept and the type of misconceptions pupils may have about subject topics
 - are developing their subject expertise and understanding of subject disciplines, a shared understanding of a subject's structures, key concepts, knowledge and skills

At St Mary's, we recognise the importance of pupil knowledge in the learning journey and thus, when designing the curriculum consideration has been given to:

- Ensuring pupils master foundational concepts and knowledge before moving on as this is likely to build pupils' confidence and help them succeed. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas as this is beneficial to long term learning.
- In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area they are being asked to think critically about.
- In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or 'schemata'); carefully sequencing teaching to facilitate this process is important.
- Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.

Intent

Our curriculum:

- Provides a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enables pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Supports pupils' spiritual, moral, social and cultural development
- Supports pupils' physical development and responsibility for their own health, and enable them to be active
- Promotes a positive attitude towards learning
- Ensures equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Has a high academic/vocational/technical ambition for all pupils
- Equips pupils with the knowledge and cultural capital they need to succeed in life

Implementation

1. Legislation and Guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach and acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

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](#).

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2. Roles and responsibilities

Governing Body will ensure that...	Headteacher will ensure that...	Curriculum Lead will ensure that...	Subject Leads will ensure that	Class teachers ensure that...
<ul style="list-style-type: none"> • A robust framework is in place for setting curriculum priorities and aspirational targets • Enough teaching time is provided for pupils to cover the NC and other statutory requirements • It fulfils its role in processes to disapply pupils from all or part of the NC, where appropriate, and in any subsequent appeals 	<ul style="list-style-type: none"> • The curriculum policy is adhered to • 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 body. • Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the NC or requests to withdraw children from curriculum subjects, where appropriate are managed. • The school's procedures for assessment meet all legal requirements. • The school's procedures for safeguarding and health and safety meet all legal requirements. • The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum. • The governing body 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 SEND. • All subjects and key aspects of school are led by a member of staff with responsibility for provision. 	<ul style="list-style-type: none"> • An overview of the curriculum provided by the school is maintained • They work in partnership with the Headteacher and other SLT on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by staff and governors. • They work in partnership with subject leads on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by staff and governors. 	<ul style="list-style-type: none"> • They secure high-quality teaching and learning and achievement and effective use of resources for all pupils. • They promote professional leadership and management of subjects are fully outlined in the 'Job Description for Curriculum Subject Lead' and relevant Job Specification. • All the aspects of the NC content are identified in teaching plans and progressions and maintain an overview of standards within their subject. • They produce annual action plans (HUGG) for their subjects, support medium-term planning by colleagues, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues as appropriate. <p>Objectives for subject leadership include:</p> <ul style="list-style-type: none"> • To ensure pupil entitlement to the statutory curricula • To foster enjoyment and satisfaction in the study of the subject • To enhance the teaching of the subject • To raise standards of pupils' achievement at all levels <p>Principal responsibility areas include:</p> <ul style="list-style-type: none"> • Strategic direction • Leading and managing staff • Managing resources 	<ul style="list-style-type: none"> • The school curriculum is implemented in accordance with this policy. • They produce class specific, medium- and short-term planning for their pupils. • They have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. • The school curriculum is delivered in accordance with the Health and Safety, Safeguarding policies and guidance and the statutory teaching standards.

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3. Organisation, Planning & Delivery

a. The school's ethos and principles are central to the curriculum design at St Mary's.

School Ethos & Principles: Safeguarding, Values and Behaviour

Term	Our Christian Values	The British Values	Rights Respecting Children's Rights	Safeguarding Themes	Focused Behaviour Expectations	Charities
AUTUMN	Love Respect Peace	Individual liberty Mutual respect	Article 2 – No discrimination Article 12 - Respect for children's views. Article 21 – Children to be cared for (LAC and adopted) Article 23 - Children with disabilities Article 24 - Health, water, food, environment Article 27 - Food, clothing and safe home Article 28 - Access to education Article 30 – Own language, culture & religion Article 31 - Rest, play, culture, arts	Be Respectful 1. KCSIE overview 2. Types of abuse 3. Safer working practices 4. Peer on peer abuse 5. Up skirting 6. Honey trapping 7. Choices Programme (Y5 & Y6)	Be Respectful We are kind and helpful to everyone We listen and learn	FOODBANK (Local) donations of food and household items or money plus food parcels to Hanover Close School Mufti day for World Children's Day (20/11)
Term	Values	The British Values	Children's Rights	Safeguarding Themes	Key Behaviour Expectations	Charities
SPRING	Wisdom Responsibility Honesty	Democracy Rule of law	Article 14 - Freedom of thought and religion Article 16 - Protection of privacy Article 17 - Access to reliable information Article 24 - Health, water, food, environment Article 28 - Access to education Article 29 - Aims of education Article 31 - Rest, play, culture, arts	Be Responsible 1. Being vigilant (recognising signs) 2. Reporting safeguarding concerns 3. Encouraging children to speak about their worries and concerns 4. How to listen to children making a disclosure 5. Dealing with sexualised behaviour 6. Choices Programme (Y5 & Y6)	Be Responsible We look after ourselves, property and the environment We are honest and tell the truth	CHILDREN'S CHOICE (Regional) children to present and give reason for their choice School Book fair, dress up, book sale/swap
Term	Values	The British Values	Children's Rights	Safeguarding Themes	Key Behaviour Expectations	Charities

Toybox throughout the year

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SUMMER	Forgiveness Resilience Perseverance	Tolerance Individual liberty	Article 12 - Respect for children's views. Article 13 - Sharing thoughts freely Article 15 - Setting up and joining groups Article 22 – Help and protection for Refugee children Article 24 - Health, water, food, environment Article 28 - Access to education Article 31 - Rest, play, culture, arts Article 32 – Protection from harmful work Article 39 – Children have the right to get help if affected by war	Be Safe 1. Online safety 2. Stanger danger 3. County lines 4. Speak up to stay safe 5. PANTS by NSPCC (KS1) 6. Choices Programme (Y5 & Y6)	Be Safe We work hard and try our very best We keep everyone safe	UNICEF (International) Fundraise: Soccer Aid School Council choice Sale /mini fete/ bring a bake etc.
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These ar in all 3 terms.

b. The curriculum is organised in the following way:

Early Years Foundation Stage (See EYFS policies for further detail)	Key Stages 1 & 2 (See subject policies for further detail)
<p>The Nursery and Reception curriculum uses children's interests as stimulus to provide enriching activities and events in following the Statutory DfE Early Years' Foundation Stage Curriculum (EYFSC) six areas of learning:</p> <ul style="list-style-type: none"> • Personal, social and emotional development; • Communication, language and literacy; • Mathematical development; Knowledge and understanding of the world; • Physical development; • Creative development. <p>A balance of child-initiated ideas and teacher-led learning is aimed for in EYFS, with pupils being active partners in developing the curriculum</p>	<p>The curriculum for children in from Year 1-6, at St Mary's, as a maintained school, follows the (2014) NC:</p> <p>Core subjects:</p> <ul style="list-style-type: none"> • English – reading, including phonics (Read Write Inc.), writing and spelling, punctuation and grammar • maths • science <p>Foundation subjects:</p> <ul style="list-style-type: none"> • art & design • computing • design & technology • history • geography • languages (Spanish) • music • physical education (PE and sport).

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<p>- their questions, interests and ideas used to develop and enhance planned learning experiences.</p> <p>Children are supported in line with the Foundation Stage Curriculum to achieve the 'Early Learning Goals', towards readiness for Year 1.</p>	<p>As a voluntary-controlled (VC) Church of England school we have a distinctive Christian character and meet our legal responsibility for teaching RE, placing our values and collective worship at the heart of our education.</p> <p>We also teach non-statutory Physical, Health, Social & Citizenship Education (PHSCE) and Relationship and Sex Education (RSE) within this.</p> <p>We use (but do not rely upon) published schemes or programmes (partially or mostly adapted - none wholly) for:</p> <ul style="list-style-type: none"> • English phonics: Read, Write Inc. • maths: White Rose Maths • computing: Purple Mash • art: Access Art • PE (Create Development's) Real PE • music: Charanga • RE: Discovery RE • PHSE: Jigsaw <p>In addition, weekly access to the school library, story, 'Rise and Shine' and support for progress in interventions as well as active play completes our busy timetables in our school day, with classrooms opening from 8.30am to 3.15pm.</p> <p>Our curriculum is organised in discrete subject learning. Children's interests and local, national and international events are used to ensure our curriculum is relevant and develops children academically, physically, morally and spiritually.</p> <p>We recognise and promote the key importance of core subjects and developing the pupils' expertise in basic skills of reading, writing and maths. We try to activate learning in these subjects in innovative, creative and exciting ways and believe that this should be balanced within both the whole NC and the wider school curriculum offer.</p> <p>The curriculum should not fully prioritise core subject learning at the expense of a broad and balanced curriculum or pupils' holistic development, but each should support and enhance other aspects.</p> <p>We plan for the National Curriculum content to be covered in less than 100% of the teaching time, to allow for additional learning and events to take place and for pupils' ideas and interests to be utilised and explored. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking.</p>
<p>Enrichment</p> <ul style="list-style-type: none"> • We make some links between subjects to maximise learning opportunities and creative thinking and make use of our school environment to create opportunities for wider learning and to enthuse children. We value many opportunities to learn outside the classroom and beyond school. Our learning environment – inside and outside - is particularly important across all year groups. 	

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- Many whole-school themed events feature during the year e.g. Book Week, Science Week, Art Week and assemblies, performances ranging from acting and singing to poetry, dancing and musical experiences, and many trips, visits, visitors and clubs complete our curriculum offer.
- As a Gold Level UNICEF UNCRC Rights Respecting School and a Green Flag Eco School, several rights-respecting and 'green' events are annual occurrences.

Spiritual, Moral, Social and Cultural Development

- There are very many opportunities for supporting the pupils' SMSC development through all areas of the curriculum. Spiritual development is promoted through Collective Worships and RE with spiritual reflection for the pupils: in worship school prayer and candle time.
- Moral development is promoted through PHSC, Class Council (Circle) Times, discussions about current issues and UNCRC Rights Respecting articles, work and RRS charters, and monthly themes for core and other values.
- Social development is promoted through a wide range of collaborative learning experiences and opportunities for play, PHSC, Pupil Voice representatives and community involvement.
- Cultural development is promoted through positive sharing of the huge resource of cultural heritages, faiths and languages of our families.

British Values

- We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.
- We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

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4. Learning and Teaching

'high-quality instruction required sophisticated professional knowledge that goes beyond simple rules'. Loewenberg Ball, D., Thames, M. H. & Phelps, G. (2008)

At St Mary's, considered thought has been given to the design of the curriculum, and how this is delivered, so that excellent pupil learning takes place. Ongoing CPD and support is given to teachers to develop their subject-specific knowledge and their pedagogical content knowledge so that they develop the learning of their pupils most effectively.

At St Mary's, it is recognised that the following four principles are integral to excellent teaching. It is expected that teachers will consider these principles when planning and teaching lessons.

Teaching Principles - Teachers must have...			
High expectations for all	Excellent subject knowledge	Excellent instructional quality	Excellent classroom culture and climate
To secure this teachers must...	To secure this teachers must...	To secure this teachers must...	To secure this teachers must...
(Teachers' Standards 1, 2, 4, 5)	(Teachers' Standards 3, 4, 5)	(Teachers' Standards 4, 5, 6)	(Teachers' Standards 7, 8)
Know that all children can master age appropriate content given: <ul style="list-style-type: none"> Sufficient time The right provision Effort on their part 	Get to know the subject content well, including what it builds on and what comes later in the term/year/key stage.	Review prior learning to interrupt forgetting. Model, explain and use worked examples.	Ensure quality of instructions between adults and children. Keep high expectations of effort, quality of work and behaviour.
Teach to the top and scaffold work for children that need it.	Get to know the substantive knowledge-the established facts to be taught.	Ask good questions and get children learning to and through talk.	Use lesson time efficiently. Set and practise routines so that everyone follows them.
Give children that grasp concepts quickly opportunity to deepen their understanding before acceleration through the curriculum.	Get to know the disciplinary knowledge-how we think about the subject content.	Provide adequate time for guided and independent practice.	Use the agreed behaviour management and teaching hand signals.
Ensure fluency in the basics are practised to automaticity. This is a necessary precursor to higher order thinking and these are.	Get to know the pedagogical knowledge of how best to teach the content. Get to know the ways children think about content. Get to know the common misconceptions and how to prevent/address them.	Scaffold tasks so that all children can access the content. Assess and feedback/adapt instruction.	
Layered support to enable children to embed learning is provided through...			
Modelling and worked examples	Scaffolds and prompts	Concrete resources	Teacher guide and instruction

- See our Learning & Teaching Policy for further information on Teaching at St Mary's.
- See our EYFS policy for information on how our Early Years' curriculum is delivered.

5. Monitoring and evaluating

a. SLT

- The Headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks are undertaken in partnership with the Curriculum Leader.
- These link to a programme of monitoring, Strategic Development Plan (SDP) priorities and actions and appraisal of teaching staff.
- The Headteacher and Curriculum Leader report their findings through regular reporting to governors, including the termly HT reports, and provide feedback to staff to celebrate strengths and identify aspects for improvements.

b. Subject Leaders

- Subject Leaders are responsible for monitoring and evaluating planning and standards achieved by pupils.
- They evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutiny and pupil interviews.
- They provide written feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for development.

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c. Governors

- The Curriculum Governor acts as a critical friend to the Curriculum Lead and in meetings, discusses plans and progress made and supports the identification of next steps for development.
- Meetings with Subject Leads offer discussion of a range of evidence and production of a written report to be shared with governors.

6. Equal Opportunities Statement

- This policy applies to all and does not unlawfully discriminate because of the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race (including colour, nationality, and ethnic or national origin), religion or belief, sex (gender) and sexual orientation.
- 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).
- The accurate match of work to individual and group need is met through effective planning and delivery, based upon assessment and monitoring of progress. All children are challenged through provision. Strategies are used accordingly, such as scaffolding learning, differentiation, e.g. variation in presentation of work or recording, targeted adult support or intervention strategies, mixed ability groups in investigative work which can be beneficial to all learners etc. Vocabulary will be reinforced for all children, in particular EAL pupils, e.g. through displays etc.
- Teachers take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.
- Teachers 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.

7. Monitoring Arrangements - Assessment, Recording and Reporting Strategies

a. Leadership, including governors

Monitor curriculum standards and coverage of subjects and compliance with other statutory requirements through:

- lesson and planning scrutiny
- regular governor curriculum subject visits with Subject Leads and lesson observations
- written governor reports following these to the FGB
- Subject Leads' reports to the governing body and to the SLMT
- Action plans (HUGG)
- Appraisal objectives
- Subject Leads' meetings with the Curriculum Lead.

b. Subject Leads, including Year Leads

Monitor the way their subject is taught throughout the school by:

- lesson observations
 - looking at work
 - planning scrutiny
 - interviewing children
 - learning walks
 - evidence of the visibility of the subject around school.
- Subject Leads also have responsibility for monitoring the way in which resources are purchased, stored and managed under supervision and budgeting by the Curriculum Lead.

c. Formative assessment

- Teacher assessments are made throughout the units of work, through discussion, observation and marking/ scrutiny of work and this informs planning.
- By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.
- Summative information on coverage/ progress is gathered in English and maths; science and foundation subjects are under review and development.
- See Assessment Policy for details of nationally collected assessment data.

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8. Links with other policies

- Learning and Teaching
- Assessment Policy and Procedures
- All EYFS & NC subject policies
- Other curriculum policies inc. RE, Collective Worship, PHSCE, Sex and Relationship Education (SRE)
- All inclusion policies
- Learning Environment & Display Policy & Guidance
- Learning Outside the Classroom Policy
- Educational Visits Policy
- Homework Policy
- Health & Safety Policy
- Safeguarding Policy

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