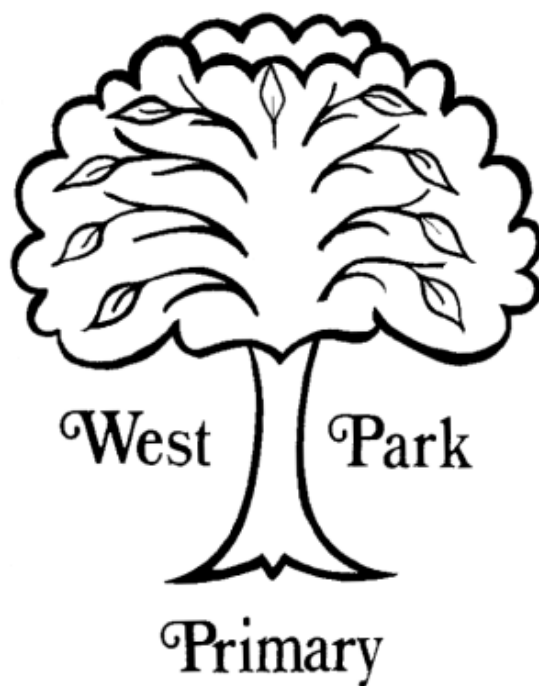


Curriculum Policy

West Park Primary School



Approved by: Governors

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Last reviewed on: New policy

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1. Aims

Our curriculum aims to:

- Provide a broad, balanced and exciting 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 and ultimately to master so that they can teach others
- 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 excellent attitudes towards learning where pupils seek feedback and strive to be the best they can be
- Ensure equal access to learning, with highest 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

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 (School Improvement Plan updated annually)
- 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 (SEND)
- 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
- 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 SEND

3.3 Other staff

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

4. Organisation and planning

- The engaging curriculum is planned strategically for every year group, with maximum creative connections made across curriculum areas by each teacher to enable pupils to make links in learning and deepen knowledge, skills and understanding
- All subject leaders have developed skills based spiralled curriculum which is developed for year group, and lead effective assessment systems that ensure that pupils of all attainment levels are accurately assessed and challenged
- The whole school is implementing a Maths Mastery approach using NCETM materials
- The curriculum is adapted for local needs including high priority of language development in all curriculum areas due to high proportion of EAL pupils at varying stages of learning English, the setting is a School of Sanctuary and pupils are trained to be Young Interpreters
- Subject leaders write a detailed policy and actively promote this with colleagues, and long term plans and skills progression ensure progress within and across year groups
- The curriculum includes/promotes:
 - Sex and relationship education
 - Online safety
 - Spiritual, moral, social and cultural development in all aspects of school life
 - British values in all aspects of school life

- Teachers work from long term plans and use sharp assessment for learning, and assessment of learning, to develop medium and short term plans, with the highest priority given to live feedback in lesson which can be adapted in real time so that all pupils made progress
- West Park is a Visible Learning school which aims for all children to be feedback seekers, and to be self-aware so that they know what they need to do in all curriculum areas to make progress; all stakeholders promote learning dispositions and create opportunities for children to develop them
- The school promotes teaching and learning styles that lead to high levels of engagement, including adapting where needed e.g. for cohort profile
- Each subject is celebrated
- Leaders and teachers plan range of workshops termly for parents/carers to promote high levels of engagement with learning
- A range of relevant and exciting resources are used to support and develop learning, including trips, visitors, curriculum resources and the school library. Resources are maintained and replenished to reflect curriculum requirements

See our EYFS policy for information on how our early years' curriculum is delivered.

5. Inclusion

Teachers set high expectations for all pupils. SLT will use appropriate assessment to set ambitious targets and teachers plan challenging work for all groups, including:

- High attaining pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)
- Newly arrived pupils from other countries

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. A range of interventions are use smartly as required.

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 support pupils including new arrivals to take part in all subjects. Rich opportunities to explore and activate language are maximised 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:

- Curriculum committee meetings and reports, visits to school, talking to pupils and dialogue with staff.

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

- Talking to pupils, learning walks, book looks, reviewing planning, moderation, professional dialogue and impact cycles.

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

This policy will be reviewed by senior leaders in the timeframe as outlined on the front page. 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
- SEND policy and information report
- Equality legislation
- Teaching and Learning Policy