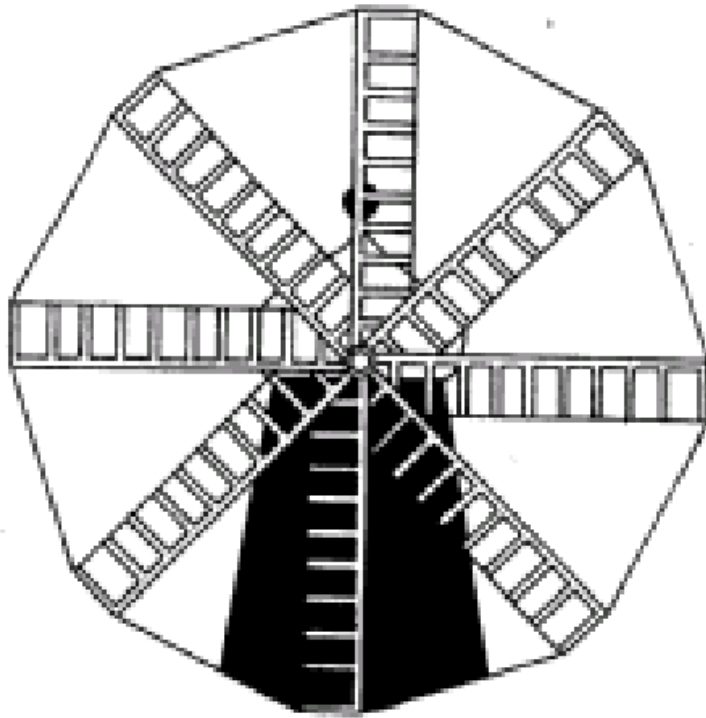


Curriculum Policy

Heckington St. Andrew's C of E Primary School

Respect + Responsibility + Relationships + Resilience + Reverence
Five Rs = Ready for Life

"I have come that they may have life, and have it to the full." John 10:10



Approved by:

Curriculum & Standards Committee

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1. Statement of Principles

This policy is rooted in our school values of respect, responsibility, relationships, resilience and reverence. As part of the process of designing the curriculum for each half-term, staff will consider how our school values of respect, responsibility, relationships, resilience and reverence can be incorporated into and lived out through the teaching and learning.

- We show **respect** in the way we involve our children as partners in developing the curriculum
- We expect our teachers to be **responsible** for planning exciting and engaging learning experiences for the children and we expect our children to take **responsibility** for their learning.
- We ensure that our curriculum develops good **relationships** between all stakeholders at Heckington St. Andrew's
- We demonstrate **resilience** in the creation and implementation of a curriculum which challenges, inspires and promotes success for every child. It encourages them to learn from mistakes and feedback, and to grow to become more thoughtful, mature, educated, wiser and educated people

2. Aims (Intent)

Our curriculum aims to:

- Ensure our children are eager to come to school because they can't wait to learn.
- Be relevant and exciting to our children, with purposeful outcomes that they care about achieving.
- Inspire our children to see learning as a personal journey, a route to experiencing enjoyment and fulfilment
- Enable our children to have a love of learning, feel passionate and have ownership of the outcomes.
- Integrate the individual subjects of the curriculum into "learning projects" that engage our children and provide a clear context for their learning.
- Meet the needs of all learners in our curriculum, challenging them and enabling them to problem solve and undertake learning at a deeper level.
- Encourage our children to share their learning with each other, their families and the wider community and to learn from others.
- Prepare our children for their future adult lives, whatever they may be!

In our school we have high expectations of all of our pupils. This is so that they can become well educated young people who are:

- literate and a good communicator
- critical and creative thinkers
- polite, well-mannered, kind and respectful
- morally and spiritually aware
- adaptable
- independent learners and decision makers
- able to problem solve and deal with conflict
- tolerant and challenge stereotypes
- numerate and use ICT effectively
- empathetic
- adventurous and willing to try new things
- Resilient when faced with a problem.
- responsible and self-disciplined
- Able to master subject-specific knowledge that will stay in the long-term memory for life
- able to form strong relationships with adults and peers
- prepared for the challenges of society
- self-confident and have positive attitudes
- able to leave a safe, fulfilling life and have a good sense of wellbeing.

3. 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](#).

4. Roles and responsibilities

4.1 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
- 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

4.2 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 SEN

4.3 Other staff

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

The Curriculum Leader maintains an overview of the curriculum provided by the school and works in partnership with the Headteacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by other staff and governors.

Subject Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews. Subject Leaders also produce annual action plans for their subjects, support the writing of medium-term plans of class teachers, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues.

Class Teachers have the final responsibility to produce class specific, medium and short term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. Class teachers should ask for guidance from Subject Leaders when appropriate.

5. National Curriculum

The curriculum provided for our pupils will cover the following National Curriculum subjects:

- English
- Maths
- Science
- Art and Design
- Computing
- Design Technology
- Geography
- History
- Music
- PE
- Languages (French) (in Key Stage 2)
- PSHE
- RE (for which we follow the Lincolnshire agreed syllabus supported by “Understanding Christianity”)

Although there is not a National Curriculum for RE, we follow the National Curriculum requirements to teach a broad and balanced curriculum, which includes RE.

We recognise and promote the key importance of the core subjects and developing the pupils’ expertise in reading, writing and maths. We aim to activate the pupils’ learning in these subjects in innovative, creative and exciting ways. We firmly believe that this should be balanced within both the whole National Curriculum and the wider school curriculum.

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 the other aspects.

6. Organisation and planning (Implementation)

- Our curriculum is organised into termly thematic topics in order to engage and excite our pupils in their learning and to help them make connections.
- Our topics are set out in long term and medium term plans which include the key knowledge and skills that we expect our children to learn within that topic.
- Our subject specific assessment objectives have been built on the principle that *our curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before.* Therefore rather than having yearly key assessments for each subject, an aspect of the subject is built upon by using the main themes such as: locational knowledge in geography or chronology in history.
- Each subject is taught in accordance with their subject specific policies.
- We ensure that our curriculum includes the following:
 - Sex and relationship education
 - Spiritual, moral, social and cultural development

- British values
- We are aiming to ensure that the integrity of the subject is guaranteed with the statements supporting pupils' changes in long-term memory. As a result there is a reduced number of statements so as to achieve this.
- We have used the research by the Education Endowment Foundation that assessing too close to the point of teaching can sometimes be misleading, especially when checking sticky knowledge, that is, learned knowledge that will stay for ever. Therefore we need to recognise that new learning is fragile and usually forgotten unless explicit steps are taken over time to revisit and refresh it.
- We have decided on the invaluable knowledge that we wish our pupils to know and this can be found for each year group in the skills progression documents. Our learning is defined as an alteration to long-term memory. If nothing has altered in long-term memory, nothing has been learned. Therefore progress means knowing more and remembering more.
- We are aiming to ensure that children gain "sticky knowledge". Sticky knowledge is effectively knowledge that will stay with us forever. In other words an alteration has happened to our long-term memory.
- We can divide sticky knowledge into two main parts. Firstly, interesting facts that will remain with us forever and secondly, knowledge that individuals need to learn as part of the national curriculum.
- For the assessment objectives outlined in our curriculum statement, we are referring to the latter – knowledge to learn as part of the national curriculum.

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

7. 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.

8. Monitoring arrangements

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 will be undertaken in partnership with the Curriculum Leader. These tasks will link into a programme of monitoring, Strategic Development Plan priorities and actions, as well as performance management of teaching staff. The Headteacher and Curriculum Leader will report their findings through regular reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Subject Leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutinies and pupil interviews. They will provide written feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement.

Subject Link Governors for core subjects will act as critical friends and will meet termly with Subject Leaders and analyse a range of evidence. They will produce a written report which will be shared with governors.

Class Link Governors will come into classes on a termly basis to see first-hand the range of learning and breadth of curriculum which the pupils experience.

9. 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
- Subject specific policies

This policy will be reviewed every four years by the Curriculum and Standards Committee. At every review, the policy will be shared with the full governing board