

Curriculum Policy

Arreton CE (Aided) Primary School



Policy No: 7.01	
Signed Headteacher:	Signed Chair of Governors:
	
Date: September 2024	Review by: September 2026

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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 and employment
- 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

These curriculum aims are underpinned by our Christian values of Love, Hope and Courage which support the spiritual, moral, social, cultural and academic development of all, enabling each and every learner to grow and be the best they can be. We create and foster a genuine love of learning within a stimulating, safe and caring Christian environment where pupils can grow as unique individuals and successfully develop spiritually, emotionally and academically.

Our school values effective teamwork, so our curriculum provides plenty of opportunities for collaborative working. Our school values the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices

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](#).

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
- 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

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 SEN

3.3 Other staff

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

Area of responsibility	Member of staff
SENCO	Alex Oliver
EYFS	Mrs Emily McCarty
English Lead	Mrs Esther Pierrepont
Maths Lead	Mr Duncan Morrison
Science Lead	Mrs Gill Gregory
Humanities Lead	Mr Alex Oliver
RE Lead	Mrs Esther Pierrepont
Art Lead	Mrs Sasha Renouf
Design and Technology Lead	Mrs Sasha Renouf
PE Lead	Mr Jodie Balize
Computing Lead	Mrs Duncan Morrison
PHSE Lead	Mrs Sasha Renouf
Music Lead	Mrs Emily McCarty
Modern foreign language Lead	Mrs Nicky Coates

4. Organisation and planning

We have produced a yearly curriculum plan for each subject, which details what will be taught throughout the year in each year group. Over the academic year each children will cover all the National Curriculum expectations for their year group.

Teachers produce a termly curriculum plan, which outlines the objectives to be covered in each subject that term. They are linked to the individual curriculum plans, skills, and knowledge progress as the children move through the school.

Teachers write their own weekly/daily plans. These identify learning objectives and tasks for each session. The plans are responsive to the needs of the children. Teachers use the Hants and IOW (HIAS) skills and progression panning for Literacy and Mathematics.

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups.

Our school curriculum is designed to allow full participation by all the children in the school. We strive to remove any barriers that prevent any child from reaching their full potential. Following consultation with parents we will adapt the curriculum if necessary to meet the needs of individual children.

If a child has SEND we will do all we can to meet these individual needs. Our provision complies with the requirements set out in the SEND code of practice (2015)

We deliver the National Curriculum through our vision and Christian values, with clear pedagogical approaches (core teaching strategies such as the concrete, pictorial and abstract (CPA) We also establish other associations eg with local, national or international associations, or links via the Church.

We use the KAPOW scheme of work for non-core subjects which focuses on exploring and developing, using material, evaluating, control and expertise and vocabulary - programmes of study developed using 'rich' texts. Through the KAPOW scheme subject leaders can:

- evaluate specific knowledge and skills being taught for all children, and evidence the challenge for the more able.
- Topic plans can be adjusted to ensure skills progression is taught effectively across key stages and learning is moving from secure to deep.

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.

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:

- Meetings with subject leads, school visits, pupil voice, learning walks and meetings with the LLP.

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

- such as planning scrutinies, learning walks, book scrutinies, pupil voice, data analysis and staff meetings.

Subject leaders/curriculum 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 headteacher /governor Gemma Calloway and FGB. 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:

- Teaching and Learning Policy
- EYFS policy
- Assessment policy
- Curriculum Policy
- SEN policy and information report

- Equality information and objectives
- RSE Policy
- PSHE Policy
- Pupil Premium Policy
- Collective Worship Policy
- RE Policy