



**Halam Church of England Primary School**

## **Curriculum Policy**

March 2021

Review September 2022

## **Introduction**

Halam is a small family school; we pride ourselves on our friendly, inclusive and caring school community. We are proud of our Christian ethos and values, which underpin all pupils' spiritual, social and personal development.

We offer a high quality, exciting and challenging, broad and balanced curriculum. We have high expectations of behaviour, engagement and foster positive learning attitudes such as resilience through metacognition and character education.

## **Vision**

Our curriculum is underpinned by our Christian ethos and values:

‘Life in all its fullness.’

With focus on five finger values of Take Care, Integrity, Perseverance, Aspire and Kindness. Our school vision is deeply embedded in our routines and procedures, our behaviour, our teaching philosophy and pedagogy, and our curriculum. The vision is based on the Church of England's four cornerstones for education: Wisdom, Hope, Community and Dignity.

## **Curriculum Aims**

Our curriculum aims to:

- Provide a broad and balanced education for all pupils.
- Provide a high quality progression of learning, skills and knowledge
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to apply these.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils to develop confidence, self esteem and positive relationships so that they become active and responsible citizens
- Support pupils' physical and mental development, develop responsibility for their own health and wellbeing, and enable them to be active.
- Support creativity and innovative thinking
- Promote a positive attitude towards learning, develop learning behaviours and positive learning attitudes in all pupils
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.

## **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 the Early Year Foundation Stage Curriculum. 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

## **Roles and responsibilities**

The governing body

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 and reviewing these.
- Teaching time is provided for pupils to cover the National Curriculum and other statutory requirements.
- 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 dis-apply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

## **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.

## **Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Halam is a very small school, teachers have subject leader roles for the core subjects.

- Mrs Hammond is leader of EYFS and KS1, and English
- Mrs Montgomery is leader of Maths
- Mrs Francis is leader of KS2, SENDCO and Science
- Mrs Fraser is leader of RE

A shared responsibility and monitoring timetable ensures that all foundation subjects (Geography, History, Art & Design, Design & Technology, Computing, PE, Music, MFL, PHSE and RSE) are regularly reviewed, revised and adapted. This is supported by subject specific appraisal and SIP targets. See Subject Leadership and Monitoring Overview

## Organisation and Planning

We are following a Learning Challenge Curriculum, which is knowledge rich, based on learning through enquiry and with explicit links to Mastery. The Challenge Curriculum links essential knowledge, understanding and key skills within subject disciplines alongside National Curriculum requirements. <https://www.learningchallengecurriculum.com/>

The long term planning from the Challenge Curriculum provides a two year cycle in Science, Geography and History. With explicit links to High quality texts which underpin English and links to Art and DT.

We use the Mastery approach to teaching Maths, and use the White Rose mixed age group planning. We use the Understanding Christianity resource to support the teaching of Christianity in RE alongside the Agreed Syllabus for Nottingham City and Nottinghamshire (2021-2026).

We use the PSHE Association "Question Based Model" to teach RSE and PSHE. This programme covers the statutory requirements for Relationships Education, RSE and Health education.

In addition we provide an engaging and enriched curriculum by participating in local, national or international events.

We have mixed aged classes throughout school and use mixed aged planning over a two year cycle.

### Cycle A

	Autumn		Spring	Summer
F2 Y1 Y2	Seasons Memories, old toys- Dogger		Animals - Meerkat Mail and Lost and Found	Plants growing Our local area- Halam- the naughty bus
Y3 Y4	Electricity Stone age	Rocks Romans	Water The ancient Greeks	Animals and Humans Rivers and cities
Y5 Y6	Animals Rainforests		Materials Vikings and Anglo Saxons	Forces Kensukes Kingdom

### Cycle B

	Autumn		Spring	Summer
F2 Y1 Y2	The great fire of London	Staying healthy	Our school- Traction Man Kenya- Handa's surprise	Growing Famous people Seaside
Y3 Y4	Light and Dark Egypt/Indus	Sound Egypt/Indus	Volcanoes/climate change Our bodies	British animals London
Y5 Y6	Earth and Space- Cosmic Trash/Sacyawea	Wonder Trash/Sacyawea	Heart Islamic civilisation/Mayans- Arabian nights/chocolate	Electricity Changes in Britain (slavery, treason, beheading)

The EYFS follow the Key Stage 1 topic cycle, good practice and pedagogy in the EYFS is be used to enhance and support pupils learning.

Each subject area within the curriculum has:

- Intent, Implementation, and Impact statements
- Progression maps through from Early Years to Year Six
- A long term plan of how its objectives are met within the topic cycles

### **Inclusion**

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all pupils. Teachers will also take into account of the needs of pupils including but not excluding other pupils with specific needs: More able pupils, Pupils with low prior attainment, Pupils from disadvantaged backgrounds, Pupils with SEN, Pupils who are LAC, Pupils with English as an additional language (EAL).

Teachers plan lessons so that pupils with SEN and/or disabilities can study each National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. We work closely with parents and carers and outside professional to meet the needs of all pupils.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

### **Monitoring**

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

- School visits
- Learning walks
- Discussions with teachers/headteacher and subject leads
- Looking at planning and work in books
- Meetings with the school council other pupil representatives

Subject leaders monitor the way their subject by:

- Peer observation
- Book/work scrutiny
- Moderation activities
- Discussions with teachers about planning, progression and delivery of lessons
- Pupil voice
- Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

The Headteacher monitors the way the curriculum is taught in school through:

- Termly classroom observations
- Learning walks
- Book/work scrutiny
- Moderation activities
- Setting and reviewing teacher appraisal objectives relating to curriculum and outcomes
- Approving subject budget allowances for resources as required
- Ensuring that CPD is provided for staff to keep knowledge and skills up to date.

### **Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality policy
- Sex and relationships policy

This policy will be reviewed biannually by Headteacher and teaching staff together. At every review, the policy will be shared with the full governing board for approval.

Adopted: March 2021 Next review: September 2022