



Curriculum Policy

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Linked Policies: EYFS (Early Years Foundation Stage) Policy, Assessment Policy, SEND (Special Educational Needs & Disabilities) Policy and Information Report, Equality Policy, Feedback & Marking Policy, Home Learning Policy.	

Our Christian vision:

Built on the rock of Christian faith, we work as a community to create an environment which enables all to flourish. Jesus welcomed everyone and we embrace diversity, celebrating our different gifts and successes. Like St Peter, we are motivated by our values, learn from our mistakes and strive for the best outcome for all.

We encourage the children to show good learning behaviours through the following values:

- Being motivated and enthusiastic and challenging ourselves.
- Trying our very best and persevering.
- Believing in ourselves and others by working as a team.
- Not being afraid to make mistakes and have a go.
- Looking after ourselves and respecting one another.
- Knowing we are unique and wonderful and celebrating this.
- Living the Christian Values of mercy, compassion and forgiveness.
- Listening to each other.
- Demonstrating the British Values of tolerance, liberty and democracy.

The areas we will continually seek to develop are:

- Outcomes for all children
- The quality of teaching and learning

- Leadership and management
- Personal development, behaviour and welfare
- That the values and vision continue to reflect our distinct Christian ethos

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1. Curriculum aims

Our curriculum will :

Provide a deep, broad and balanced education for all pupils where progression is coherently planned and sequenced towards a cumulatively sufficient knowledge for skills and future learning:

- Enable pupils to develop knowledge, understand concepts and acquire skills, which will enable them to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development 'Enabling all to Flourish.'
- Support pupils' physical development so they have responsibility for their own health. Enable them to be active.
- Instil a love of nature and outdoor learning.
- Promote a positive attitude towards learning where we promote safer working practices.
- Use effective assessment and feedback that will challenge and have impact on children's learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil with appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all pupils.
- Equip pupils with the knowledge and cultural capital that they need to succeed in life.

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.
- 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 and disabilities (SEND)
- The school implements the relevant statutory assessment arrangements.
- It actively monitors strategic 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 strategic 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

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

Teaching Staff will seek to improve their own subject knowledge and be involved in planning to ensure provision continues to develop.

Support staff are deployed as effectively as possible to support learning.

3.4 Parents

We work with our parents to support them and keep their child motivated and engaged with their learning. We regularly inform on progress – via reports and meetings and try to keep parents updated on our teaching and learning strategies. The topics that we cover are shared on the website and homework is matched to this. We ensure that parents have a copy of the Home School Agreement and give regular formal and informal support, where appropriate.

4. Organisation and planning

We take a measured approach to planning and organising our Curriculum, to ensure complete coverage of the National Curriculum which is ambitious and stimulating and meets the needs of all pupils.

Subject Leaders ensure that all subjects have a clear policy and a skills, knowledge and progression document.

Long Term Plans, Medium Term Plans and Short Term Plans are logically sequenced and all subjects are taught with meaningful links between topics made where beneficial.

The curriculum runs on a two-year cycle, to ensure our Mixed Year Group Classes gain their full curriculum entitlement. The learning objectives are carefully chosen to reflect the children's developmental stages and are matched to topics where appropriate.

Advice is sought and provided by the SENCo, to enable all children to access to the National Curriculum.

Our curriculum covers the following:

- Relationships and health education
- Relationships and sex education (if applicable)
- Spiritual, moral, social and cultural development
- British values

For further details see [RSE Policy](#), [British Values Policy](#), RE and [Collective Worship policy](#) and [Mental Health and Wellbeing Policy](#).

Subject Leaders are responsible for the acquisition, storage and maintenance of equipment relating to their subjects, with class teachers purchasing the day to day consumables required.

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

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 SEND
- 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 pupils achieving their potential.

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 Equality Policy - Information and Objectives, and in our SEND Policy and Information Report.

6. Monitoring arrangements

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

- Book Looks – Work Sampling
- Moderation Activities
- Performance Management – Teachers' Standards
- Provision of regular feedback
- Governors – Learning Walks, Discussions with Leaders, Teaching and Learning Committee (TLC)
- HT Report
- Discussion with Teachers
- Pupil Voice
- Monitoring of Planning