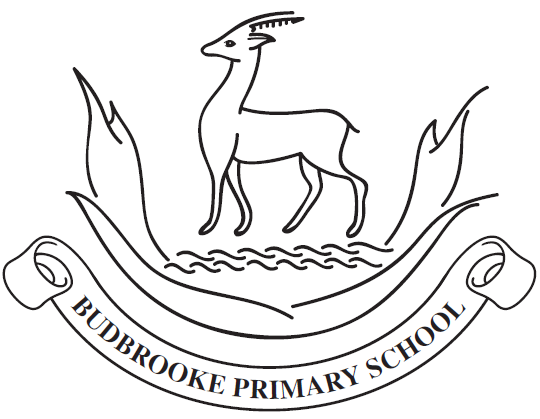
**Budbrooke Primary School**



**Curriculum Policy**

This policy was drafted by L Hopkins. It was presented in draft version to the full staff compliment for discussion and revision. The final version was presented to Governors for consideration, approval and adoption.

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| **Date adopted by Governors:** | **March 2023** |
| **Date for policy review:** | **March 2025** |
| **Person responsible for review:** | **Head Teacher** |
| **Signed by Chair of Governors** |  |
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**Aims**

At Budbrooke Primary School we aim to:

* Provide a broad and balanced 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
* Promote a positive attitude towards learning
* Ensure equal access to learning with high expectations for every pupil and appropriate levels of challenge and support.
* Bring learning to life by providing high quality teaching and memorable experiences
* Provide inspirational, knowledge rich learning activities which link to all areas of the curriculum.
* Teach following a thematic approach.
* Engage, develop, innovate and allow children to express their ideas through a range of activities.
* Support pupils spiritual, moral, social and cultural development
* Support pupil’s physical development and responsibility for their own health and enable them to be active
* Provide pupils with the cultural capital that they need to be effective citizens.

**Legislation and guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010 and the National Curriculum programmes of study, which the school has chosen to follow

It also reflects the requirements for inclusion and equality as set out in the Special Education Needs and Disabilities Code of Practise 2014 and Equality Act 2010, and refers to curriculum related expectations of Governing boards set out in the Department for Education’s Governance Handbook.

It complies with our funding agreement and articles of association

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

**Roles and responsibilities**

**SSC (School Standards Committee)**

The SSC will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The SSC will also ensure that:

* A robust framework is in place for setting curriculum priorities and aspirational targets
* The school is complying with its funding agreement and teaching a ‘broad and balanced curriculum’.
* 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 and arrangements
* It participates actively in decision-making about the breadth and balance of the curriculum

**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 SSC
* They manage requests to withdraw pupils from curriculum subjects where appropriate
* The school’s procedures for assessments meet all legal requirements
* The SSC is fully involved in the decision-making process that relate to the breadth and balance of the curriculum
* The SSC 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.
* Support teacher subject knowledge providing effective CPD where needs are identified through monitoring or by staff.

**Curriculum Lead**

The Curriculum Lead is responsible for ensuring that this policy is adhered to and that:

* Setting high expectations and standards for staff and pupils and to support members of staff to improve pedagogy and assessment within their subject.
* Curriculum leaders are supported to monitor and evaluate the curriculum provision and implementation of their subject
* Curriculum monitoring and evaluation is an accurate reflection of the current provision to develop and maintain a high-quality curriculum.

**Subject Leaders**

Subject leaders are responsible for monitoring and evaluating the curriculum provision and implementation of their subject. This will take place as part of the school’s ongoing cycle of monitoring and evaluation.

**Class Teachers and HLTAs**

Class teachers and HLTAs will:

* Provide a broad and balanced curriculum for pupils in their care.
* Ensure that their subject knowledge is sufficient to teach each subject to the appropriate depth for the pupils in their class.
* Evidence the acquisition of skills through written work, displays, photographs etc.
* Keep parents informed of the curriculum the children are learning about by sending out a newsletter at the beginning of each half term detailing the subject
* Provide an overview of learning within individual classes as part of the class spotlight which appears in the weekly newsletter to parents.

**The Role of Parents**

We believe that parents have the responsibility to support their children and the school in implementing this policy through:

* Ensuring that their child has the best attendance possible
* Ensuring that their child is equipped for school with the correct uniform and PE kit
* Informing school if there are matters outside school that may impact their child’s performance or behaviour at school
* Attending parents’ evenings
* Promote a positive attitude towards school and learning

**Implementation**

The curriculum follows a thematic approach, with pupils being taught knowledge and a range of skills through a creative curriculum.

Some areas the curriculum (Science, History, Geography, Design and Technology and Art) are implemented through Curriculum Maestro. These ‘Imaginative and Knowledge Rich Learning Projects’ are used as a starting point and are adapted to meet the needs of our pupils, utilising resources available in our local community. ‘Imaginative and Knowledge Rich Learning Projects’ enable pupils to engage, develop, innovate and express their ideas through a range of activities and memorable experiences. Further schemes enhance provision in other subjects, which are all taught discretely, including: Language Angels (Modern Foreign Languages), Charanga (Music), Real PE (Physical Education), SCARF (PSHE) and Purple Mash (Computing). A RE scheme of work has been adapted to ensure that all the major faiths are studied throughout the school. All National curriculum programmes of study are taught, ensuring that our curriculum is broad and balanced, providing rich experiences.

For core subjects the National Curriculum is delivered through: Mathematics Mastery, VIPERS and Twinkl Phonics. The teaching of English is linked to thematic learning and high-quality texts. Adaptive teaching meets the needs of pupils and addresses any gaps in prior knowledge. These approaches ensure a systematic and progressive sequence of learning that allows pupils to develop fluency and the retention of knowledge and skills.

The school follows Protective Behaviours to teach pupils about personal safety and their rights. This is complemented by the Safety, Caring, Achievement, Resilience (SCARF) programme. SCARF is a whole school approach in promoting positive behaviour, mental health, well-being, resilience and achievement, meeting the Relationships Education and Health Education statutory requirements. Both programmes operate from Reception to Year 6.

SMSC (Social, Moral, Spiritual and Cultural) is a crucial part of our school’s ethos and 5 core values. As a school which is not culturally diverse we seek opportunities through bespoke deep and diverse experiences that supplement the curriculum. The expectation is that every year group goes on an annual visit to a place of worship. Our R.E. curriculum allows children to discover and gain an insight into religions within the world that we live.

British Values are embedded into aspects of the school curriculum and form part of assemblies delivered to the whole school.

We acknowledge that pupils learn in different ways and we recognise the need to develop strategies that allow all pupils to learn. We offer opportunities for:

* Investigation and problem solving
* Research and finding out
* Group work
* Pair work
* Independent work
* Whole-class work
* Asking and answering questions
* Use of computers, iPad and other technology
* Fieldwork and visits to places of educational interest
* Creative activities
* Listening and responding to music/ recorded material
* Debates, role-play and oral presentations
* Designing and making products
* Participation in athletic or physical or physical activity
* Outdoor learning

**Planning**

Long term plans map curriculum coverage and skills progression documents identify the skills to be taught in each half term.

Short term planning is required for all subjects, lessons are linked to the National Curriculum programme of study and identify how they will provide challenge and depth, supporting individual pupils to achieve the learning intentions.

See our EYFS policy for information on how our Early Years’ curriculum is delivered.

**Inclusion**

Teacher’s set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all pupils, 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 objectives, and in our SEN policy and information report.

**Monitoring arrangements**

* Subject leaders will monitor coverage and progression within their own subjects through learning walks, lesson drop-ins, book looks and pupil voice and implement appropriate actions to address any issues. This takes place annually through a timetable alongside a member of SLT.
* Subject leaders share the outcomes of monitoring with all staff at staff meeting.
* Teacher assessment data is analysed by subject leaders. Strengths and any support required is identified and acted upon to ensure pupils make progress.
* Subject leaders are responsible for monitoring the way in which resources are stored and managed.
* The Senior Leadership Team will keep an overview of all subjects ensuring National Curriculum requirements are met.
* The SSC monitor whether the school is complying with its funding agreement and teaching a ‘broad and balanced curriculum through: reviewing assessment information for all subjects, meeting with subject leaders to discuss provision, looking at pupils books to see the range of learning and the depth in which it is being covered, meeting with pupils to seek their views on the curriculum and participating in learning walks to see the breadth of the subjects being taught.

**Links to other policies**

* EYFS policy
* SEN policy and information report
* Equality information and objectives

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