

Lowe's Wong Anglican Methodist Junior School

Curriculum policy



Contents

1. Curriculum aims.....	2
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Organisation and planning.....	5
5. Inclusion	5
6. Monitoring arrangements.....	6
7. Links with other policies.....	6

1. Curriculum aims

Lowe's Wong Junior School is in full agreement with the statement of aims included in the introduction to The National Curriculum Handbook for Primary Teachers in England. These are the main aims of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each pupil as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the children in our school.
- We value our environment and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations as well as our own.

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;
- Feel safe and valued as part of a caring community that celebrates success;
- Be independent thinkers / learners who are able to seek solutions creatively and co-operatively;

- Develop an enquiring mind and be able to ask questions;
- Be confident enough to take risks in their learning;
- Be able to listen and articulate responses showing consideration to others;
- Be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning;
- Understand and respect diversity;
- Be aware of and recognise their own learning needs and be involved in planning future steps;
- Develop a sense of self-esteem: be well balanced and healthy individuals;
- To recognise that our school values permeate the learning opportunities provided.

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 (SEND)
- › The school implements the relevant statutory assessment arrangements
- › It participates actively in decision-making about the breadth and balance of the curriculum

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 SEND

3.3 Other staff

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

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

The school gives subject leaders non-contact time, so that they can carry out the necessary duties involved with their role. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within books. The subject leaders use the 'subject portfolios' and progression maps in order to ensure that children are reaching the required standard in their subject. These findings will then feed into yearly action plans that are presented to governors.

Subject leaders for English and maths contribute to the School Improvement Plan. This document records attainment and progress of specific groups in these areas, noting the strengths and development points of each subject. It is developed throughout the year but it is intended to be an easily accessible way of giving a snapshot of the core subjects and the direction in which they are heading.

All subject leaders work hard to provide a broad and balanced curriculum which meets the needs of all learners including those with special educational needs.

4. Organisation and planning

Our yearly curriculum maps indicate which subjects are taught to which groups of children in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Staff in year groups, and subject leaders, have worked together to ensure that topics cover all aspects of the curriculum and are taught within planned IPLs. This allows for a more creative and cross curricular approach to learning and encourages children to apply skills in a variety of ways. Staff have also worked together to develop progression maps to ensure that the skills and knowledge taught are built on year-on-year.

Topic plans are written to ensure coverage of the foundation subjects. They include learning intentions and other aspects of learning that are taught explicitly within these topics.

Our short-term plans are those that our teachers write on a weekly or daily basis in planning. We use these to set out the learning intentions for each session and to identify what resources and activities staff will use in the lesson. It also identifies detailed AfL opportunities for personalised learning to ensure progress for all pupils.

Our Relationships and health education is delivered through the 'Jigsaw' programmes of study. Jigsaw is a progressive programme with a full set of attainment descriptors and an assessment process embedded throughout.

As a church school we have clear values that are taught throughout the year and at the same time, references are made to the importance of 'British Values'.

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 SEND 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 SEND policy and information report.

6. Monitoring arrangements

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

- Planned governor visit days
- Twice yearly data presentations
- Annual Subject reports from subject leads

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

- learning walks
- book scrutinies
- Pupil interviews
- Review and updating of the subject portfolios

This policy will be reviewed bi-annually by our curriculum lead and shared with our Pupils and Curriculum Committee for approval.

7. Links with other policies

This policy links to the following policies and procedures:

- Feedback policy
- SEND policy
- Equality information and objectives