

Walton CEVC Primary School

“Every Child, Every Chance, Every Day”

Curriculum Policy

September 2023



Approved by the Governing Body of Walton CEVC Primary School

Chair of Governors.....

Date.....

Date of Future Review- September 2025

As a church school at the heart of the community, Walton CEVC Primary School is committed to provide each child with the opportunities to achieve their full potential academically, socially, emotionally, physically and spiritually. Through strong partnerships between home and school and inspired by Christian values, we aim to equip the children in our care with skills and confidence to meet future challenges

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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
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage

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 Disability (SEND)
- 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 SEND.

3.3 Other Staff

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

Key curriculum areas and Subject Leaders:

Curriculum Subject	Subject Leader
English	Cathy Woodroffe (KS1) Kate Tidmarsh (KS2)
Mathematics	Kate Tidmarsh
Science	Sean O'Donoghue
History	Emma Graham Brown
Geography	Emma Manley
Art & Design	Cathy Woodroffe
Design & Technology	Cathy Woodroffe
Religious Education (RE)	Rachel Toal
Physical Education (PE)	Sean O'Donoghue
Computing (IT)	Kate Tidmarsh
Music	Emma Graham Brown
Relationship Sex & Health Education (RSHE)	Katherine Cooper / Emma Graham Brown
Modern Foreign Languages – French (MFL)	Julie Fisher

4. Organisation and Planning

Our Curriculum Overviews, designed and written by our teaching team, indicates which subjects are taught in each term.

Over each academic year, children experience the full range of National Curriculum subjects. The planning for and organisation of our curriculum allows for a more creative and cross curricular approach to learning as appropriate: encouraging children to apply skills in a variety of ways. Yearly Overviews, Medium Term Plans (half termly) and weekly planning are created by the teachers and overseen and monitored by Subject leaders.

English and Mathematics is taught daily. Most of the Curriculum Subjects are taught weekly; with the exception of Design Technology which tends to be blocked termly. History and Geography are taught in half termly topics, although links between the two subjects are always sought in the topics.

It is important to us that our curriculum for Key Stage 1 builds on the child-initiated ethos of the Early Years Foundation Stage principles. Pupils should be active partners in developing the curriculum. Children's questions, interests and ideas are used to develop and enhance planned learning experiences.

Across both Key Stages, a wide variety of teaching and learning approaches and styles are used to promote pupil engagement with the curriculum. Staff regularly employ a range of high-quality resources to encourage independent learning and inspire pupils. Visits and trips, as well as visitors to the school, enable the children in our rural school to experience the wider world and provide with them essential Cultural Capital that may be required.

The use of the whole school environment is a fundamental part of our school ethos and is also used regularly to enrich the curriculum. This includes regular Outdoor Education, Muddy Mondays, led by a Forest School Leader. Each class has a Muddy Monday session once every five weeks.

5. Spiritual, Moral, Social and Cultural

Many opportunities are planned to support the children's SMSC development through all areas of the curriculum. The books and stories at the heart of our curriculum enable our children to see themselves as if through a mirror and to experience other cultures and religions.

Spiritual development is promoted through RE lessons, which follow the Somerset Awareness, Mystery & Values curriculum. Children also experience a range of Collective Worship, and we make frequent use of our local church to celebrate key festivals.

Moral development is at the heart of everything we do at our school. The school uses the JIGSAW curriculum, which provides 'a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.' The JIGSAW curriculum has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Our lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

British Values such as democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs are also taught throughout the school using the JIGSAW scheme and the Collective Worship and Assembly programme.

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 SEND policy and information report.

6. Monitoring arrangements

The Head Teacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken in partnership with Subject Leaders. These tasks will link into a programme of monitoring, the School Development Plan priorities and actions, as well as performance management of teaching staff. The Head Teacher will report their findings through regular reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Subject Leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through learning walks, data analysis, book scrutinises and pupil interviews. They will provide feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement. Subject 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 Governing Body. At every review, the policy will be shared with the full staff.