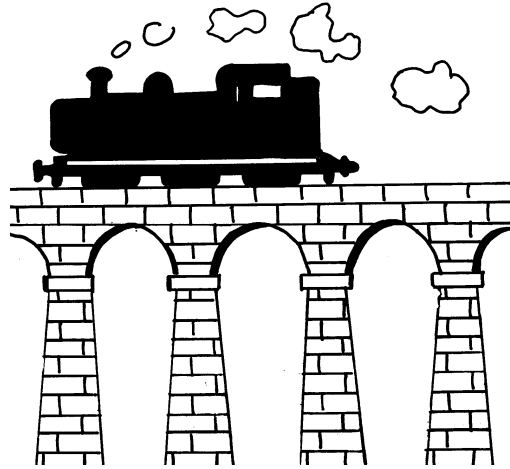


Chappel C of E (VC) Primary School



On track for success

Name of Policy	Curriculum Policy
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1. Curriculum aims

Our curriculum aims to fulfil our school vision and aims:

The Chappel school family nurtures independence and self-belief promoting a passion for learning so all aspirations are achievable.

At Chappel C of E (VC) Primary School we strive to

- **Promote healthy hearts and nurture enquiring minds;**
- **Encourage the school community to feel welcome, safe and valued within a Christian ethos;**
- **Empower children to be independent learners and contributing members of the community;**
- **Recognise parents and carers as essential partners in their children's development;**

Our curriculum will

- **be varied, challenging and inspiring;**
- **build upon first hand experiences;**
- **be rich, stimulating and relevant;**
- **enable children to enjoy learning**

Our Core Christian Values are

- **Tenacity**
- **Tolerance**
- **Faith**
- **Courage**
- **Respect**
- **Compassion**

The new Primary National Curriculum, statutory from September 2014, states: 'The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.'

We believe that our key responsibility is high quality teaching and learning in every classroom every day. Our expectation therefore is that all pupils are provided with quality learning experiences that lead confident, articulate, independent learners.

We have designed a fully comprehensive curriculum framework that meets the requirements of the latest National curriculum review. Our curriculum 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.
- Our curriculum is balanced and broadly based and promotes the spiritual, moral, cultural, mental and physical development of pupils
- It is based on an analysis of how it can benefit the needs of our specific children and their community.

- It supports children in developing core Christian values to become fully contributing members of the community.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Children are given opportunities to actively engage on their learning through meaningful and applied contexts.
- Children are able to develop a Growth Mindset to help support the effectiveness of their learning. 'We must remember that intelligence is not enough. Intelligence plus character-that is the goal of true education' Martin Luther-King, Jr.

It prepares children for the opportunities, responsibilities and experiences of later life. It provides an introduction to the essential knowledge they need to be educated responsible citizens and develops a growing appreciation of the breadth of human creativity and achievement.

We aim for our pupils to leave our school not only with key skills and knowledge in different subject areas but also with an interest and fascination in the pursuit of greater understanding as a foundation to lifelong learning. We also aim for the children to be able to contribute, cooperate, reflect and respect each other's views in order to develop an understanding that much of what we achieve in society is through collaboration and team work.

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

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 SEN

3.3 Other staff

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

4. Organisation and planning

- For full details of how we organise and plan our curriculum please refer to the Learning and Teaching Policy.
- At Chappel C of E (VC) Primary school we strongly value the concept of themed teaching, we believe that children learn best when they can build on prior knowledge and experience within a meaningful context. Our curriculum will be carefully planned to ensure that the requirements of the National Curriculum are met and a broad balance of subject areas are covered over a rolling programme of topics. Wherever possible links between subjects' areas will be made to maximise learning opportunities.
- We have a whole school format for planning both weekly planning and medium term planning. This ensures that all teachers consider the inclusion of key elements in their lessons. All staffs working with children are encouraged to annotate planning so that a full picture of children's attainment can be used to guide the preparation of the next lesson/sequence of lessons.
- Our curriculum covers the following areas using the Jigsaw scheme of work.
 - Relationships and health education
 - Spiritual, moral, social and cultural development
 - British values
 - RE is delivered using the Essex Agreed Syllabus for RE
- We have developed a Forest School to support children's learning. The philosophy of Forest Schools is to encourage and inspire children through positive outdoor experiences. Children will have the opportunity to learn about the natural environment, how to handle risks and most importantly to use their own initiative to solve problems and cooperate with others. The children use full sized tools, play, learn boundaries of behaviour; both physical and social, establish and grow in confidence, self-esteem and become self-motivated.
- To help track and guide the development of Cultural Capital we have devised a list of 100 things to do before the children leave Chappel C of E (VC) Primary School. It is envisaged that these milestones will be achieved inside and outside of school time and a portfolio of evidence will be developed for each child.
- We value the importance of a wider curriculum and offer our children a broad range of adventurous activities (through the Class 4 residential visit), sports clubs, creative arts, technology, languages, and music. These are regarded as an essential art of children's learning and developing their skills and talents.
- Each class has a small allotment where they are able to grow vegetables and flowers. The children are encouraged to eat the vegetables they have grown.

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 SEN policy and information report.

6. Monitoring arrangements

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

- school visits,
- meetings with the school council,
- reports from the headteacher
- meetings with teachers and other teaching staff

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

- planning scrutinies,
- learning walks,
- book scrutinies, etc.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every three years by the headteacher. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- Learning and teaching policy
- Time analysis
- Marking and feedback policy
- Home school agreement
- Homework policy
- Target Setting, Assessment and reporting policy
- SEN policy and information report
- Equality information and objectives
- 100 things to do before you leave Chappel C of E (VC) Primary school.