

# Curriculum Policy

## Long Wittenham C.E. Primary School

*This policy supports the school vision*

*Caring For Others And Courageously Striving For Excellence*



Last reviewed on: September 2022

Next review due by: September 2023

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### 1. Curriculum aims

Our curriculum is values-led; it intends to:

- Promote pupils' understanding of, and commitment to, our school values; *compassion, resilience, trust*
- Support pupils' spiritual, moral, social and cultural development; including their understanding of right and wrong, of equal opportunities for all and of the school learner behaviours – to be *aspirational, community-minded, curious, determined and independent*

Our curriculum supports the school vision *Caring For Others And Courageously Striving For Excellence*; it intends to:

- Provide a broad and balanced education for all pupils that is carefully planned and sequenced to extend knowledge and skills for future learning and employment
- Provide opportunities for all pupils to experience and participate in arts and culture and to build confidence, character and resilience through creativity

- › Enable pupils to develop subject-specific knowledge and skills, and understand concepts to the best of their ability, and to be able to choose and apply these effectively
- › Ensure access to learning for all pupils, with high expectations and appropriate levels of challenge and support
- › Promote reading for purpose and for pleasure
- › Equip pupils with the knowledge and cultural capital they need to succeed in life

Our curriculum is rooted in developing an understanding of our community, our country and our world, it intends to:

- › Support pupils' understanding of their developing world, including how their environment and society have changed over time, and Britain's cultural heritage

Our curriculum fosters in pupils the characteristics of effective learning; it intends to:

- › Promote a positive attitude towards learning, the development of a *growth mindset* and independent learner skills
- › Promote open-mindedness and diversity, and provide opportunities for pupils to develop their own thinking

Our curriculum fosters in pupils the attitudes, skills and knowledge to enable them to take their place as caring global citizens of the 21st Century; it intends to:

- › Enable pupils to develop self-confidence together with the ability to live and work co-operatively with others
- › Support pupils' physical development and responsibility for their own health, and provide opportunities to be outdoors in natural environments
- › Enable children to make a positive contribution to society and develop an understanding of global citizenship

## 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](#).

The school has adopted the ODBE Agreed Syllabus for Religious Education

## 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
- › It fulfils its role in processes to dis-apply 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 SEN

### 3.3 Other staff

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

## 4. Organisation and planning

The School Curriculum supports the school vision *Caring For Others And Courageously Striving For Excellence*

### Reception

- In Reception (YR) teaching and learning is structured on the Early Years Foundation Stage Curriculum and its 7 areas of learning: personal, social and emotional development; communication, language and literacy; problem solving, reasoning and numeracy, knowledge and understanding of the world, physical development and creative development. Children start to learn early mathematical and literacy skills; they develop spoken vocabulary and reading skills including book knowledge, letter sounds (phonics) and sight vocabulary. We rigorously and systematically follow the Little Wandle.
- The learning environment provides a wide range of practical and creative activities, both indoors and outdoors.
- The curriculum provides opportunities for children to develop their social skills and an understanding of the expectations for good behaviour.

### Key Stage 1 and Key Stage 2

- Mathematics and English lessons form a key part of teaching and learning in Key Stage 1 and 2. The mathematics curriculum is structured on the National Curriculum Programmes of Study with White Rose as a key strategy but uses supplementary materials to ensure opportunities to develop fluency and greater depth challenges. The English curriculum is structured on the National Curriculum Programmes of Study with text drivers as a key strategy. Phonics teaching continues to follow the Little Wandle Programme of study and transitions onto the follow up Big Cat reading scheme in year 2.
- PE is taught in twice-weekly subject-specific lessons planned using Real PE and supplemented by timetabled outdoor learning, locality events and the annual sports day. In addition, pupils in Key Stage 2 have swimming lessons at Didcot Wave.
- The RE curriculum follows the ODBE Diocesan Agreed Locally Syllabus planned on the two-year class curriculum planners and is usually taught in weekly subject-specific lessons.
- Science, computing, history, geography, art and design, music and design and technology are planned out across two years on class curriculum planner ensuring clarity in what is taught when and why and how children's skills build on their prior learning.
- Most of the curriculum for physical, social and health education (PSHE) is planned to address the needs of each class a key strategy is SCARF; there are also designated days (e.g. Anti-bullying Week). Citizenship rooted in British values is taught as part of PSHE and in class and school council meetings.
- French is taught across KS1 and KS2 using the Language Angels Programme of Study. Foreign languages are not part of the KS1 national curriculum but we believe in the benefits of early exposure.
- ICT is taught using Purple Mash.
- Information about the curriculum, teaching and learning strategies and resources are available on the school website

- For more information about the curriculum for Spiritual, Moral, Social and Cultural Development, see Spiritual, Moral, Social and Cultural Development Policy
- For more information about the curriculum for Relationships and Sex Education Policy, including the right to withdraw pupils, see Relationships and Sex Education Policy
- For more information about the curriculum for Religious Education, including the right to withdraw pupils see Religious Education Policy
- For more information about the curriculum for EYFS, see EYFS Policy
- In addition to our regular timetables, the school plans special (off-timetable) days dedicated to a particular theme or subject: for example STEM, Remembrance
- Each class enjoys a number of off-site visits every year, often at the beginning or end of a single subject learning projects.
- Forest School activities incorporate objectives from science, PSHE and PSHE and many of the activities on the *National Trust list of 50 things to do before you're 11¾*
- Children have opportunities to take part in extra-curricular activities; these vary from term to term.

## 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:

- Termly Headteacher Reports
- Termly SDP Monitoring Reports
- School visits

The headteacher and subject leaders monitor the way their subject is taught throughout the school by:

- Planning and book scrutinies
- Learning walks and lesson observations

The headteacher and subject leaders also have responsibility for monitoring resources.

This policy will be reviewed every year by the Headteacher; at every review, the policy will be shared with the full governing board.