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Approved by SLT	TNE/AAU

Curriculum Policy

To be read in conjunction with the individual academic subject policies & the SEND and Inclusion Policy, Marking Policy and Assessment Policy.

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1 Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. We use the formal requirements of the National Curriculum Framework and Programmes of Study September 2014 to guide the development of our curriculum and the range of extra-curricular activities to enrich the experience of all children. It includes the ‘hidden curriculum,’ or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

At St Peter & St Paul School, we are committed to providing a safe and caring environment that enables every member of our community to thrive and succeed in their academic, personal, social, moral and cultural development. We achieve this by following our Guiding Star of Values. By living according to the values, everyone is able to learn and teach in a relaxed, but orderly atmosphere. All community members are expected to care for and support each other at all times to the very best of their ability.

2 Values & the National Curriculum

2.1 Our school curriculum is underpinned by the values that we hold dear at our school as outlined above. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.



2.2 Our school is in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England and our curriculum is based on these value statements.

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 person, 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.

We encourage mutual respect for, and tolerance of, those with different faiths and beliefs and for those without faith.

To recognise the crucial role which parents play in their child's education and make every effort to encourage parental involvement in their educational process.

3 Aims and objectives

3.1 The aims of our school curriculum are:

- to enable all children to learn and develop their skills to the best of their ability;
- to facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community;
- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of literacy, numeracy and computing;
- to enable children to be creative and to develop their own thinking;



- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's Spiritual, Moral, Social and Cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum;
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong;
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

At St Peter & St Paul School, we aim to develop pupils who are successful, confident and responsible and as a result of the curriculum offered the children will, at a level appropriate to their age and ability, be able to be:

Successful - by acquiring skills which enable them to:

- Think creatively;
- Solve problems;
- Ask thoughtful questions;
- Learn from their mistakes;
- Collaborate effectively;
- Be secure in their knowledge from the world and how it is shaped;
- Be motivated to learn.

Confident - by having a secure:

- Sense of identity;
- Good relationships with all members of their community;
- Emotional awareness;
- Knowledge of right and wrong;
- Understanding of organizational skills;
- Awareness of a healthy lifestyle;
- Understanding of risk awareness;
- Understanding of how to develop their strengths, talents and ambitions;
- Confidence and willingness to try new things.

Responsible - by developing their ability to be:

- Well prepared for life and work;
- Enterprising;
- Able to respect others and understand their own and others' cultures and traditions;
- Able to understand what it means to be British and will appreciate diversity;



- Able to challenge injustice;
- Recognising how to sustain and improve the environment;
- Able to try to change things for the better.

4 Organisation and planning

We plan our curriculum in three phases:

4.1 We agree a **long-term plan** for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

4.2 With our **medium-term plans**, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

4.3 Our **short-term plans** are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson. We clearly state how we will differentiate for the individual needs for each child. We use these to reflect on the status at the end of the lesson and where adaptations need to be made.

4.4 In the **EYFS** we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all areas of learning as set out in the Statutory Framework for the Early Years Foundation Stage (2021). We ensure that there is planned progression to enable children to meet the Early Learning Goals by the end of reception.

4.5 In Key Stage 1 and 2 the children follow the national curriculum guidelines and study the core and foundation subjects.

4.6 Children follow a Modern Foreign Curriculum from Reception. In Reception and Key Stage 1, they study Spanish and in Key Stage 2, they study French and Spanish.

4.7 The school is committed to providing an enhanced curriculum. All children in Reception and Key Stage 1 attend Forest Schools weekly and in Key Stage 2, the children follow a Life Skills Programme.

5 Learning Support and Development

5.1 The curriculum is designed to provide access and opportunity for all children who attend the school. If we think it is necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the parents or carers.

5.2 If a child requires Learning Support the school will, within its capabilities, do all it can to meet those individual needs. We comply with



the requirements set out in the SEN Code of Practice. If a child displays signs of requiring Learning Support, his/her teacher will complete an initial concerns form for the SENCO, monitor and make an assessment of this need. In most instances, the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is not fully met by the teacher's intervention, we will discuss with parents and recommend a referral to an appropriate external agency for assessment.

6 The Role of the Senior Teacher

The Senior Teacher works in partnership with the Headteacher, the SENCO, the teachers, the parents and any outside agencies as appropriate to support the development of the curriculum holistically and for individuals. The Senior Teacher will:

- 6.1 Provide a strategic lead and direction for the curriculum ensuring appropriate coverage of the curriculum and our learning guarantees;
- 6.2 Support and offer advice to colleagues on issues related to their subject;
- 6.3 Monitor pupil progress;
- 6.4 Provide efficient resource management.

7 The Role of the Curriculum Co-ordinator

Within the school's organisation, each teacher takes on the responsibility for leading a curriculum area. It is the Curriculum Co-ordinator's responsibility to:

- 7.1 Keep up to date with developments in their curriculum area at both national and local levels;
- 7.2 Review the way the subject is taught in the school and plan for improvement linking to whole school priorities;
- 7.3 Monitor how their subjects are taught through monitoring the long, medium- and short-term planning ensuring that appropriate teaching strategies are used;
- 7.4 Lead sustainable improvement through supporting colleagues and others;
- 7.5 Reviewing curriculum plans for their key areas ensuring there is full coverage of the National Curriculum, and that progression is planned for;
- 7.6 Judge standards within their subjects so they indicate the achievements of children at each key stage and indicate expectations of attainment;
- 7.7 Evaluate teaching and learning and assessment within their subjects;
- 7.8 Carry out work scrutinies to ensure that the output matches the planning and that work is being marked / assessed in accordance with the school marking policy and national standards and to offer professional development, support and training where appropriate either for the teacher or by the teacher where examples of excellence can be shared;



7.9 Audit, order and manage resources to enhance learning experiences for the pupils.

8 Monitoring and review

8.1 Our Trustees' Education Committee is responsible for monitoring and reviewing the way the school curriculum is implemented and developed.

8.2 The Trustees on this Committee liaise with the Headteacher, the Senior Teacher and the curriculum co-ordinators, to enable close monitoring of the way the school teaches these subjects and scrutinises progress.

8.3 The Headteacher is responsible for the day-to-day organisation of the curriculum, supported by the Senior Teacher and teaching members of the SLT.

8.4 Weekly lesson plans will be monitored by teaching members of SLT, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

8.5 Curriculum Co-ordinators monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Curriculum Co-ordinators also have responsibility for monitoring the way in which resources are stored and managed.