



Trinity St Mary's Church of England Primary
School

Curriculum Policy
Summer Term 2022

“Many Hearts Make A School”

It is our vision to follow in the footsteps of Jesus: dreaming big; working hard; not giving up; never stopping learning and being kind.

We achieve this through our associated Christian Values of: love, honesty, forgiveness, dedication and sharing.

Our vision, Christian values and school motto enable every person in our family to thrive. We are a warm, welcoming school where everyone matters. Our school community shows kindness and caring towards each other and our local and global communities. We dream for all of our children to grow up to be happy, kind-hearted, caring, responsible and successful members of God's creation.

Contents

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

1. Aims

Our curriculum aims to:

- *Provide a broad and balanced education for all pupils*
- *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, with high expectations for every pupil and appropriate levels of challenge and support*
- *Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1*
- *Provide enrichment opportunities such as Public Speaking, Young Voices, performances and sporting opportunities*
- *Inspire children to be 'lifelong' learners*
- *Provide for a quality remote curriculum which is broadly in line with our in school provision where required*

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 body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body 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 (SEN)
- 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 body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body 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, planning and assessment

Our curriculum will be delivered through a careful selection of planned themes and topics for each year group. Where subjects do not fit into the theme or topic they will be taught separately and not linked. We will endeavour to provide a curriculum that enriches children's experiences by ensuring that cross curricular links are fully explored.

Each of these units will be chosen to present children with an appropriate and stimulating focus for investigation and study, giving particular attention to the continuity and progression of their skills, knowledge, understanding and previous experience.

Our units of work will be planned on the basis of teachers working together to build upon and extend each child's previous achievements and to gather and deploy resources efficiently. These units will:

- Identify fundamental concepts that are relevant to the children's intellectual, physical, moral, spiritual and social development, which can be linked by a common theme where appropriate.
- Formulate specific learning opportunities and provide children with a series of related challenges and experiences.
- Provide a structure that gives all children the opportunity to develop skills, knowledge, confidence, understanding and experiences.

We will seek to provide stimulating and suitable learning experiences for our children and use a range of teaching strategies. ICT will be used wherever possible as an effective teaching and learning tool. Pupils' learning will include individual, group and class work; investigative and other practical work and research skills. Teachers will ensure efficient classroom organisation and disciplined working patterns.

Assessment, monitoring and evaluation

Assessment will take place through:

- Termly assessment of reading, writing, maths, RE and foundation subjects
- Written reports for parents will be produced annually
- Implementation of timetabled monitoring for subject areas
- Termly pupil progress meetings for reading, writing and mathematics
- Staff meetings and phase meetings
- Teacher feedback and marking, pupil self and peer assessment

See our EYFS policy for information on how our early years curriculum is delivered.

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:

Subject leaders monitor the way their subject is taught throughout the school in a variety of ways including:

- planning scrutinies, learning walks, book scrutinies, data analysis, interviews with pupils, team teaching.

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

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

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality information and objectives
- Sex and relationship education policy
- Spiritual, moral, social and cultural development policy
- Subject specific policies

Agreed by the governing body:

Signed by:

Date: