

CURRICULUM POLICY

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***.

INTENT

We follow the Statutory National Curriculum September 2014.

We believe that alongside these statutory requirements it is also important for children to be taught skills to equip them to be lifelong learners. We actively develop thinking, questioning, problem solving and creative skills. Children are encouraged to become independent learners, be decisive and confident in the decisions they make, be good citizens who can develop healthy and positive relationships with others and remain healthy and resilient. We are preparing our children to be 21st Century citizens who contribute positively to local, national and global communities.

Our curriculum is designed to reflect the background and experience of the children; it is outward facing, setting learning in global contexts wherever possible as well as celebrating diversity to emphasise unity ensuring the children are prepared for life in modern Britain.

Learning isn't always confined to indoors. We believe that play and exploration through the natural environment not only enhances children's learning but also helps them become aware of the beauty and fragility of their local and global environment.

At Melbury Primary School we are ensuring that our children are secondary school ready. This includes not only what but also how the child learns.

Our Values and Principles which underpin our Curriculum

Personal characteristics	Curriculum	Personal Learning	Healthy Life Skills
Self-esteem, self-belief, self-respect	Contextual learning	Not afraid to make mistakes	Fit and healthy
resilience	Awareness of the wider world	independence	Life skills, home skills
Sense of gratitude	ICT skills	Leaders in their own life	Financial skills/management
Respect, acceptance of others	Vocabulary - language	Self-empowered, motivation	Strategies to solve conflict
Empathy and caring	Good communication	Accept and give constructive criticism	Social skills
Risk taking	Numeracy skills	Time management, prioritise	Team work/cooperation
Morals – know right from wrong	Be able to read	organised	Respect authority
Awareness of others	Literacy skills	Reliable and punctual	Appreciate the world and people around us
Enthusiasm	Wider opportunities – sport, drama, music, art, theatre	Work ethic	Sex Education
Sense of humour/Fun	Curiosity, ask why, Question things, an enquiring mind	Stress management	Health Education
Be able to compromise and adapt	Transferable skills	Have high aspirations, ambition and drive	
Be nice, kind approachable	Core skills	Willingness to try	
good manners	Problem solve		
assertiveness	knowledge		
confidence	Technology skills		
Social skills/body language	Experiences		
Good communication skills	Good communication skills – speaking and listening		

Make own choices and decisions	Skills in reasoning		
Pride	Speak a second language		
Ability to reflect	Physically active		
Good relationships			
Patience, determination and perseverance			
Sense of responsibility			

Our school's curriculum is all the planned activities that we organise in order to promote learning, and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes the 'hidden curriculum' – what the children learn from the way they are treated and expected to behave. Our school rules and learning characteristics reflect this. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

We believe:

- All children should achieve their full potential, particularly the highest possible standards in literacy and Numeracy.
- Strong relationships with parents/carers and the local community will help us to raise achievement.
- Everyone has rights and responsibilities; and everyone should be respected and valued.
- School should be a happy, safe, stimulating and inspirational place, where self-esteem is nurtured, mistakes are made and learnt from and success is celebrated.
- Learning opportunities should be rich, broad, balanced and varied, providing support and challenge for everyone. They should not be confined to the indoors. There is an expectation that outdoor learning is an integral part of the curriculum.
- A strong emphasis should be made on the arts in all its forms to develop opportunities for children to develop their creativity
- We base our planning around our Enquiry topics. Children learn best through emersion in a topic. Literacy is linked to the enquiry topic though a book wherever it is possible and as many links with other curriculum subjects are made. Real life experiences and enrichment activities are encouraged.

IMPLEMENTATION

At Melbury our curriculum is designed around four principles

Relevance, Coherence, Challenge and Ambition

We have used the national curriculum as the basis for our own school curriculum but have then taken the opportunity to range beyond the specifications in order to provide a broad, balanced and engaging curriculum which excites, inspires and meets the needs and interests of our children.

Teaching and learning in all year groups is designed to follow a book-based curriculum. Each termly class topic is driven by a carefully chosen book that lays the foundations for purposeful cross-curricular learning to take place. At the heart of our curriculum is reading with the overarching aim to inspire all children to develop a lifelong love of reading and of books of all genres.

Termly topics are designed to provide the children with:

1. Knowledge that builds knowledge – ***'The more you know the more you can know'***.
2. Clear links with a coherent sequence – ***'What has gone before and what will come next'***.
3. Child initiated activities

4. A 'Golden Thread' of 21st Century issues

and to engage the children in a range of exciting and meaningful learning experiences.

Topics will encompass (where possible) the teaching of most subjects, including English (reading, writing and speaking), history, geography, science, art, DT, and RE. Other subjects, including maths, PE, MFL, music and computing are taught discretely. We place an emphasis on the teaching and learning of skills within each subject area.

Each term our curriculum is underpinned by a 'Golden thread' of 21st century issues which are woven into our wider curriculum and celebrated throughout the topic.

Knowledge, skills and attitudes are built through our six 'Golden threads':

- Diversity
- Sustainable Development
- Rights and Responsibility
- Health and Wellbeing
- Leadership
- Equity

RE is planned from the locally agreed syllabus, Nottingham and Nottinghamshire Agreed Syllabus for Religious Education 2009, linked with the thematic units wherever possible. Planning for RE is detailed in our RE policy.

We set out the key theme and Areas of Learning through our Long-Term Curriculum Overview, this indicates what themes are to be taught in each term, and to which year groups. We include a half term whole school topic on Healthy Lifestyles which is PHSE and science based. The Overview is published on our website.

This is complemented by detailed medium term plans for each subject. The planning is set out using a framework of six key questions, each one addressing a skill or skills from the National curriculum. These skills are revisited throughout the year and then built upon the following year to ensure that our pupils can make links in their learning.

From these each class teacher produces detailed and responsive short term/ weekly curriculum plans. They produce a plan for Literacy and Numeracy each week alongside a Foundation Subject plan. Subject leaders monitor each level of planning. Each subject has an individual curriculum policy which sets out the learning in that subject discipline as well as approaches to assessment etc. We are also proud of the value we place on extra-curricular activities and creative arts to develop the cultural capital of all our pupils. We offer a wealth of opportunities outside of the classroom to develop and showcase our pupils sporting, leadership and creative talents.

THE CURRICULUM & 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.

PARENTS/CARERS

We are well aware that all children need the support of both the parents/carers and the teachers to make good progress in school. We strive to build positive links with the parents/carers of each child, by keeping them informed about how the children are being taught, and how well each child is progressing. Parents' evenings are held twice a year and there is an opportunity in the summer term to discuss children's end of year reports. Parents are informed termly by class newsletter about the topics children will be studying each term. The class website pages are also kept up to date to inform parents of the learning experiences and achievements in each class. A copy of our curriculum is available from the website.

THE ROLE OF GOVERNORS

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 (SEN)
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

THE ROLE OF the 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

THE ROLE OF SUBJECT LEADERS

The role of the subject leader is to:

- provide a strategic lead and direction for the subject
- support and advise colleagues on issues related to the subject
- monitor pupils' progress in that subject area
- provide efficient resource management for the subject.

The school gives subject leaders time each term, so that they can carry out their duties. It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They review the way in which the subject is taught in the school, and plan and lead for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is

planned into schemes of work. They are responsible for learning walks, pupil book looks, lesson visits, reviewing subject policies, pupil voice and discussions with staff about how improvements can be made. They also have a portfolio of evidence for their subject. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

MONITORING AND REVIEW

The policy will be shared with all stakeholders through they school website. Our governing body's Strategic Development committee is responsible for monitoring the way in which the school curriculum is implemented.

There is a named governor assigned to each of the curriculum areas. Governors liaise with the respective subject leaders, and monitor closely the way in which these subjects are taught. There is also a named governor, who liaises with the SENCO and Gifted & Talented co-ordinator, and monitors the ways in which inclusion is addressed.

The Senior Leadership Team is responsible for overall organisation of the curriculum. The curriculum is reviewed every 2 years with staff. Comments from pupil voice and parents are always taken into consideration.

This policy is monitored by the governing body and will be reviewed every three years, or earlier if considered necessary. **The policy will be shared with all stakeholders through they school website.**

Links with Other Policies

EYFS policy

Assessment Policy

Marking and Feedback Policy

Individual Subject Policies

SMSC Policy

RSHE Policy

SEND policy and report

E Safety Policy

The next scheduled review is **April 2024**.