

Community Primary School Hampshire



Curriculum Policy

Adopted on:	May - 25
Signed on behalf of the Governing Body	Mrs B Read Chair
Review Date	May - 27

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
- Promote a positive attitude toward learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Support pupils' spiritual, moral, social, and cultural development
- Support pupils' physical development and to take responsibility for their health, and enable them to be active

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 bodies 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 system 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 and disabilities (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

- It fulfills its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- The school has a shared Intent, Implementation, and Impact statement

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 curriculum Intent and Implementation are embedded securely and consistently across the school
- The school's Intent, Implementation, and Impact statement is annually reviewed and shared with all school stakeholders appropriately
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- 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 SEND

4. Organisation and planning

The core subjects of English, Mathematics, and Science are at the center of Cherrywood's curriculum. The wider curriculum, covering all other National Curriculum subjects, is organised into learning journeys. These are taught through a blend of thematic approaches, where meaningful links are made that add value, and discrete subject specific work is taught as 'stand-alone' units of learning. The school effectively uses the resources available, including the extensive grounds, to support this learning. Learning progression of knowledge, skills, and understanding is carefully mapped (this information is shared in the curriculum area of the school website). Curriculum mapping is reviewed and adapted yearly.

Each subject leader has published a Subject Statement, which provides a summary of how their subject is taught and encapsulates the curriculum intention of the school. This is available on the school website.

A curriculum Intention, Implementation, and Impact statement is also available on the school website. This document clearly shows how the National Curriculum is personalised to the needs of the Cherrywood School Community.

In addition, the school has mapped out how safeguarding is taught and promoted through the curriculum. This document is also located on the school website.

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:

- Pupils with high prior attainment
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- 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 our SEND policy and information report.

6. Monitoring arrangements

The Curriculum Leader and Senior Leadership Team evaluates the work of subject leaders to ensure that the quality of teaching and learning in the subjects they have responsibility for is good. They also oversee the impact of the curriculum as a whole in providing the children of Cherrywood with the cultural capital they require to succeed well in life. Governors then evaluate the impact of leadership on the quality of this provision and the impact on children's outcomes.

This monitoring is completed through activities such as:

- School visits and learning walks
- Discussions with pupil groups, including the school council
- Attendance at community events such as exhibitions and e-safety workshops
- Review of planning and outcomes
- Discussions with subject leaders
- Professional Development Meetings

Subject leaders monitor the way their subject is taught throughout the school through activities such as:

- Learning walks and lesson observations
- Pupil conferencing
- Scrutiny of planning and outcomes
- Discussions with class teachers
- Professional Development Meetings

7. Links with other policies

This policy links to the following policies and procedures:

- Teaching and learning policy
- Inclusion policy
- SEN policy and parent information
- Equality information and objectives