

Lower Park Primary School

Curriculum Policy



Policy created by Ian Coulson

Agreed by Governors on 3rd February 2020

With reference to:

National Curriculum 2014

Special Educational Needs and Disability Code of Practice
2014 and Equality Act 2010

DFE Governance Handbook

Early Years Foundation Stage (EYFS) statutory framework.

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1.1. 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](#).

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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](#).

2.1 Core Values:

Underpinning all of our curriculum is our fundamental belief in values that we nurture and they are the cornerstone for all interactions within the school. They have created a unique dynamicity in the curriculum and school life and it is acknowledged and valued by the Lower Park Community.

Our Values that Underpin Our Vision Are:

- Bravery** (Resilient, risk takers & confident)
- Respect** (Team worker, kind, thoughtful & inclusive)
- Responsibility** (Trustworthy, honest & fair)
- Determination** (Independent, perseverant & passionate)
- Creativity** (Flexible, energetic, happy & open-minded)
- Curiosity** (Inquisitive, adventurous & questioning)



2.2 Curriculum Intent:

Together at Lower Park, our children are extraordinary individuals and our rich and motivational curriculum starts with them. We intend to prepare them for life by developing within them values of curiosity, bravery, determination, responsibility, flexibility of thought and respect for the opinions and beliefs of others.

Our curriculum will inspire, enthuse and educate our children so they build knowledge and skills that will help them prepare for life in modern Britain and beyond.

Teachers have high aspirations for all children to achieve, regardless of differences in ability, social background, culture, race, gender or disability and this is reflected in fun, engaging learning experiences and our extra school life. All elements of the National Curriculum are built sequentially and cumulatively for our children in their time at Lower Park. The content of the curriculum encourages them to follow their own interests and to enthuse and inspire them to be inquisitive learners with real life skills that enable them to move into the world with a passion for life-long learning.

The school promotes musical, sporting and artistic opportunities, together with academic achievement, so that all children leave Lower Park having found success and confidence in their own well-being, social, emotional, physical and spiritual needs. Together we achieve the extraordinary!

2.3 Core Aims

Our core aims are:

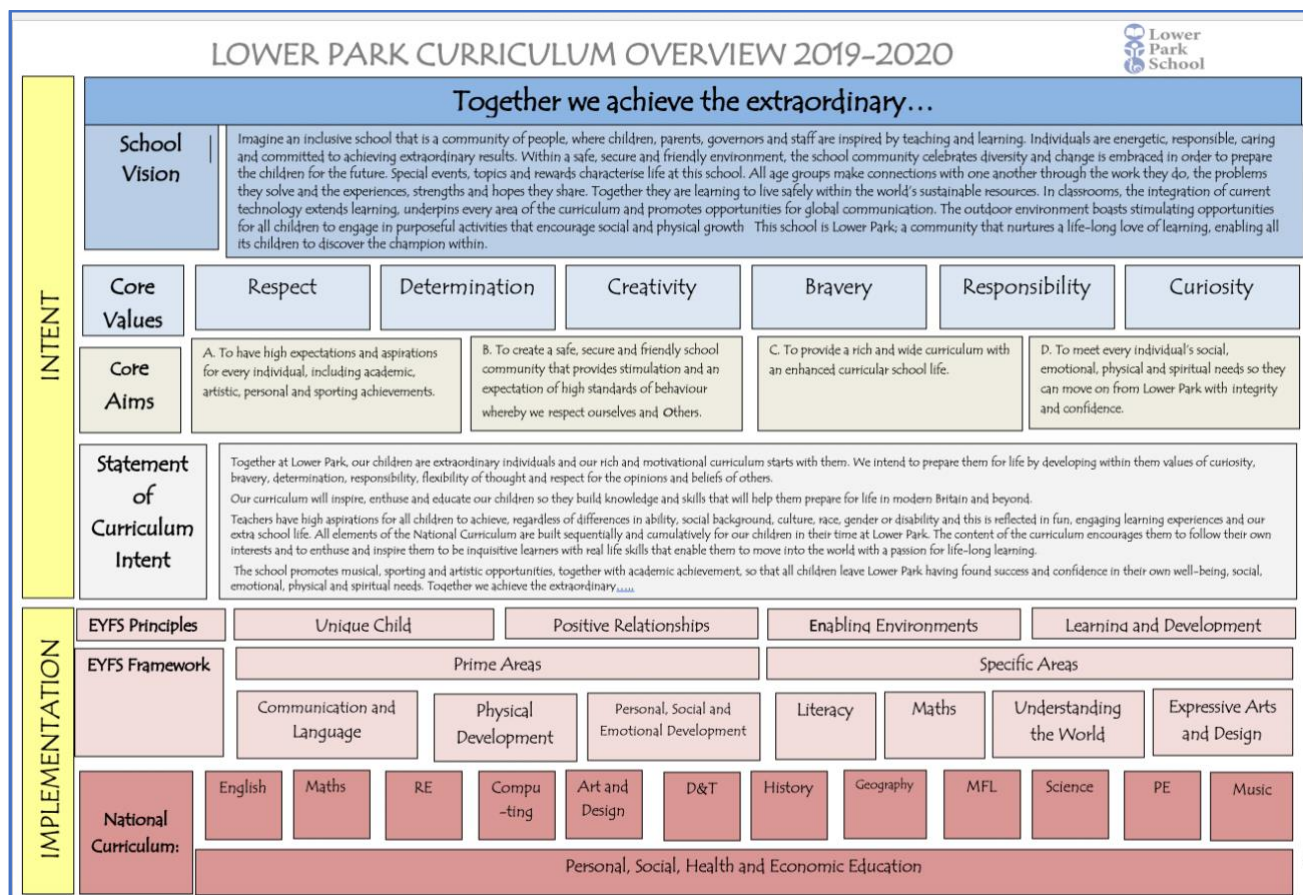
A) To have high expectations and aspirations for every individual, including academic, artistic, personal and sporting achievements.

B) To create a safe and friendly school community that provides stimulation and an expectation of high standards of behaviour whereby we respect ourselves and others.

C) To provide a rich and wide curriculum with an enhanced curricular school life.

D) To meet every individual's social, emotional, physical and spiritual needs so they can move on from Lower Park with integrity and confidence

2.4 Overview of the Curriculum



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 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 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 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 given the local context;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
- The headteacher manages 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 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.

3.3 Other staff

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

English – **Lucy Potts** / Nicola O'Hara

Phonics – **Emma Cunha**

Maths – **Naomi Marshall** / Jackie Gallagher

Science – **Barbara Chadwick** / Naomi Marshall

History – **Karen Hughes** / Nikki Wilkinson

Geography – **Nikki Wilkinson** / Karen Hughes

Information Technology – **Mike Cunha**

Design Technology – **Rosie Cork**

Art – **Rosie Cork**

Music – **Abi Mellor** / Ian Coulson

Modern Foreign Languages – **Jackie Gallagher** / Nic O'Hara

Physical Education – **Ashley Stewart**

Religious Education – **Laura Booth** / Ian Coulson

PSHE & British Values – **Emma Cunha**

SEND – **Joanne Jones**

Curriculum – **Ian Coulson / Emma Cunha / Karen Hughes**

4. Organisation and planning

In 2019, the staff and governors reviewed the current curriculum provision and subject leadership was restructured. The headteacher set the overall aims having consulted with governors and staff. The effective means of learning for the children of Lower Park was audited, emphasising a preference for first-hand learning wherever possible and practical learning through a multi-sensory approach. Overall topics were agreed by staff on a two-year model to accommodate mixed-aged classes. Two members of staff researched and identified the structure, content and skills for the topics that provided the framework for subject leaders to define and insert the sequential knowledge required at each end point in the school. Staff have now implemented their medium-term planning which include intended 'end points' at the end of each key stage and the end of Year 4. The curriculum intent is captured in the long term planning made available to stakeholders on our website and will reflect the end points in the subjects of the curriculum and highlight the expectation of 'sticky knowledge' that children should gain through their learning experiences.

The school follows the requirements of the National Curriculum 2014 and delivers it through an active, first-hand and practical way, through creative themes and topics. Each topic begins with a 'what I know and what I would like to know' approach. The end of each topic or theme is assessed against the end points within the subject's scheme. There is a whole school programme for each subject based on the National Curriculum.

There are four residential visits in key stage 2 that are aimed to address personal development, confidence and first-hand learning of a range of subjects that develop a deeper understanding of the wider curriculum by experiencing challenges in other locations.

Sex and relationship education are taught through PSHE learning and spiritual, moral, social and cultural development is taught through PSHE. British Values is taught both discretely in age-appropriate lessons and through key stage and whole school assemblies.

Planning of the curricular subjects is in the form of medium-term plans for the foundation subjects and weekly plans for the core subjects in delivering the programmes of learning devised by the school based on the National Curriculum expectations.

There is a mixture of mixed ability and grouping in the delivery of the National Curriculum.

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 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 their potential. This includes ensuring that there is equality of opportunity for children regardless of age, gender, race, nationality, national origin, religion, disability, sex or sexual orientation.

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 SEND policy and information report on the school's website.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits, meetings with subject leaders, meetings with the school council, visits to classrooms attending school council meetings, headteacher's and subject leaders' presentations at governors' meetings.
- Subject leaders and senior leaders monitor the way their subject is taught throughout the school by:
- Scrutinising planning, learning walks, book scrutinies, direct observation of learning, pupil voice interviews and correlating pupil data outcomes.

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

This policy will be reviewed periodically by the senior leadership team and members of the pupil and curriculum governors' committee. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Subject policies
- Behaviour and Relationships policy

Signed: Paul Banford (Chair Of Governors)

Signed : Steve Hardicre (Chair Of Pupil & Curriculum Committee)

Date 3/2/2020