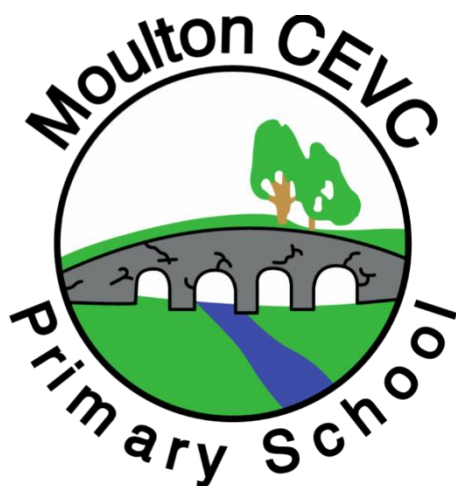


Curriculum Policy

Moulton CEVC Primary School



Approved by: Full governing body

Date: 28th June 2024

Previously reviewed on: 20th June 2022

Next review due by: Summer 2026

A handwritten signature in black ink, appearing to read "Carl Logan".

Chair of governor's signature

Mr Carl Logan

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1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Be aligned to our school's core values, with Christian values embedded, and the school's ethos exemplified at every opportunity
- 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 for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

These curriculum aims are underpinned by our values:

Community	Individuality	Responsibility
<ul style="list-style-type: none"> - Our pupils will learn about the community in which they live and understand why it is the same and different to other communities - Our pupils understand that there are many communities, each with their own values and beliefs - Our pupils show respect to people from all communities. 	<ul style="list-style-type: none"> - Our pupils' unique personalities are celebrated and tolerated. - Our pupils' individual talents within and out of school are celebrated. - Our pupils can express their individual beliefs and ideas with respect. - Our pupils develop their courage and confidence to perform to others. - Our parents encourage their 	<ul style="list-style-type: none"> - Pupils respect others' right to learn. - Pupils respect others' right to be happy - Pupils respect others' right to be safe - Our pupils understand that they share responsibility for their learning - Staff share responsibility for pupils' learning with parents and carers. - Our pupils share

<ul style="list-style-type: none"> - Our pupils, parents and carers feel valued in our school community - Our pupils understand how rules are made and upheld in communities - Our pupils will resolve disputes with people in their community respectfully. 	<p>children to be tolerant of other children's challenges.</p>	<p>responsibility with staff and parents to look after our school grounds and equipment</p> <ul style="list-style-type: none"> - Our pupils understand the responsibility of being global citizens - Our pupils have a responsibility to follow the law.
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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 board

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
- › 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 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

3.3 Other staff

Subject leaders will work with the leadership team to ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

Our curriculum has been planned to meet the needs of our pupils. It is evaluated and amended regularly. Where published schemes are used, we adapt them to meet the needs of our pupils, and to align to our ethos and values. Some topics lend themselves to a cross-curricular approach, but where this is not possible, units of work are taught in isolation.

Subject	Over-arching Scheme / Approach	Other Information
Phonics / Early Reading	Little Wandle	We use Big Cat reading books to support our phonics scheme.
Writing	Talk For Writing	We write our own texts to support pupils' understanding of the grammar objectives.
Reading	National Book Bands Whole-class reading	We use whole-class reading to develop pupils' understanding of genres of texts, and to develop their reading comprehension skills. Teachers often write their own whole-class reading texts.
Maths	White Rose Maths (WRM)	We use many resources from White Rose Maths , but teachers usually make their own slides, and adapt resources to meet the needs of our pupils. We do not follow WRM's calculation teaching. We use our own bespoke approach . We use our bespoke progressive scheme for times tables – Times Table Mountain . We use Times Table Rockstars to support the recall of facts.
Science	Bespoke approach	Our units of work are aligned to the National Curriculum, but were written by the school's science lead.
RE	Emmanuel Project	
History and geography	Bespoke approach	Our units of work are aligned to the National Curriculum, but were written by the school's history and geography lead
MFL	iLanguages	We teach French in Years 3-6
PE	Get Set for PE	

Music	Bespoke approach	We use some units from Kapow
Art and DT	Bespoke approach	We use some units from Kapow and Plan Bee
PSHE	Bespoke approach	Parents, staff and governors are consulted annually about the schools RSE 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:

- › Highly-attaining 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.

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:

- Governor monitoring visits
- Reports from school staff
- Progress made on the School Development Plan objectives
- Statutory test outcomes

Subject leaders monitor the way their subject is taught throughout the school by:

- Looking at pupils' work
- Speaking with pupils
- Observing lessons
- Data analysis
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This policy will be reviewed every two years by the Learning and Achievement 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
- SEND policy and information report
- Equality information and objectives
- Individual subject policies