



## Curriculum

Review Date: March 2022

Next Review date: March 2023

Reviewed by: Full Governors (LB)

### 1. Curriculum intent, implementation and Impact

#### **Intent**

At Coates Primary School, we have developed curriculum progression maps to guide our teaching and learning in all subjects. These break down the knowledge, skills and concepts in each subject for all year groups. The curriculum maps are designed to recognise children's prior learning, provide first hand experiences, allow children to develop interpersonal skills, build resilience and become creative, critical thinkers. We believe our curriculum provision at Coates Primary School reflects our local community as this has been a priority when developing the plans but also expands upon and broadens all pupils' knowledge of the extended community and world. We are preparing our children for the next stage in their educational journey with the knowledge, skills and understanding needed to recognise the purpose and value of their learning and to recognise its relevance to their past, present and future. In addition, we are preparing our children for an ever changing society and our curriculum is founded on supporting our children to develop their self-confidence as successful learners by promoting positive attitudes to learning.

#### **Implementation**

Our rich, broad, engaging skills and knowledge-based primary curriculum is mostly based upon the curriculum progression maps we have created. We fulfil the National Curriculum requirements for: Art, Computing, Design and Technology, English, Geography, History, Languages (MFL: French), Maths, Music, PE and Science. We also ensure we use the Local Authority guidance for RE and PSHE. Staff training has been a priority to ensure teachers are confident in the subject knowledge they are required to teach and the pupils starting points.

We are developing sequential long term and medium term plans to ensure the content is progressive in line with the progression maps created and as we are at the beginning of our journey these are adapted when required. These plans are delivered by class teachers through structured, well-paced lessons, which adhere to our: Teaching and Learning, Marking, individual subject and EYFS Policies. Subject Leaders monitor the curriculum progression for each subject by ensuring a high level of teaching and learning through: 'Book checks', Drop Ins to lessons, subject leader plans, planned observations, discussions with pupils and assessment termly/yearly. Subject leaders have led CPD for staff to develop their subject knowledge and feedback on subject book checks etc.

#### **Impact**

Children will develop a life-long love of learning. Children's progress and attainment in core and foundation subjects will be in line with, or exceeding National expectations. The progress/attainment the pupils make from starting points will be analysed yearly and changes will be made to the progression maps and long/medium term plans. The broad Curriculum will help children achieve higher standards. Children's long term memory will be activated through a structured, cumulative approach to teaching and learning.

### 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](#).

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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](#).

### 3. Roles and responsibilities

#### 3.1 The governing body

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)
- 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 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

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Staff with curriculum leadership responsibility are responsible for the implementation of the subject policies, action plans, progression maps, scrutinies of the effectiveness of teaching through work/planning scrutinies, lesson obs, pupil voice etc.

### 4. Organisation and planning

- The developing progression grids across all subjects have enabled teachers to create a broad and balanced curriculum which meets the needs of our pupils and the local needs.
- Each year group builds on the previous skills and knowledge learnt with key end of key stage expectations.
- All year group long term plans build in British values throughout the curriculum including:
  - Relationships and health education
  - Relationships and sex education (if applicable)

- Spiritual, moral, social and cultural development
- British values
- All teachers develop the subject progression grids to create short, medium and long-term planning which meets the needs of the individual pupils within the classes.
- 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. Pupils with SEND have APDR's with detailed targets and a wide range of reasonable adjustments which enable them to access the main class learning.

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:

- Focus visits
- Subject leadership meetings
- Action plans
- Pupil voice
- Governor day
- Headteacher report
- Book scrutinies.
- School council meetings
- Subject leader presentations.
- Learning walks

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

- Planning Scrutinies
- Learning walks
- Action plans
- Lesson drop ins
- Pupil voice

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

This policy will be reviewed every year by the headteacher. 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
- Inclusion