Sedlescombe Church of England Primary School

Curriculum Policy 2020 – 2023

Adopted	September 2020
Review Cycle	Three Years
Review Date	Academic Year 2022-2023

Sedlescombe Vision and Values

Motto:

Learning, Loving and Growing Together with God

Values:

Aspiration	**Honesty**	**Forgiveness**
Courage	**Thankfulness**	**Kindness**

Vision:

Our school is a family with God at its heart.
Christian values guide and inform all that we do.

We aim to:

- **Provide a welcoming, safe and nurturing environment where everyone is able to learn and grow as a unique individual.**
- **Encourage and support each other to be ambitious, resilient and independent lifelong learners.**
- **Develop enquiring minds and a love of learning.**
- **Value everyone and celebrate their beliefs, achievements, skills and contributions.**
- **Provide a curriculum that is creative, exciting, challenging and takes learning beyond the classroom.**
- **Reach the highest standards in achievement and attainment.**
- **Create a learning community where everyone is nurtured and challenged to develop academically, personally, morally and spiritually.**
- **Support each other to develop the skills, attitudes and values to grow into responsible members of our global community and God's world.**

INTRODUCTION:

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of the children at Sedlescombe Church of England Primary School. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing the skills, attitudes and values to grow into responsible members of our global community and God's world.

INTENT

Through our curriculum and teaching our school aims to ensure that the children receive a broad and balanced curriculum.

The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said and helps engender an appreciation of human creativity and achievement.

The National Curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to extend beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

Curriculum Aims:

The aims of our school curriculum at Sedlescombe Church of England Primary School are to enable children to:

- Feel safe and valued as part of a caring community that celebrates success
- Be independent thinkers / learners who are able to seek solutions creatively and cooperatively
- Develop curious minds and be confident to ask questions
- Be courageous learners who are confident to take risks in their learning
- Experience and actively participate in a relevant, enjoyable curriculum that evolves to meet the needs of all
- Be aspirational learners and to achieve as fully and highly as possible
- Have their needs met so that they can access the learning and teaching
- Develop academically, spiritually, morally, socially, culturally and emotionally so that they can become global citizens that understand and respect diversity
- Be polite and courteous

To ensure that this happens we will:

- Provide a broad, balanced and dynamic curriculum for all pupils that's coherently planned and sequenced
- Provide stimulating learning environments that support children's learning

- Ensure our curriculum reflects our church school identity and promotes our core values in all that we do
- Enable all 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
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Extend learning beyond the classroom through parental engagement activities, home learning and a variety of extra-curricular activities.
- Ensure our curriculum is filled with rich first-hand purposeful experiences, including a variety of trips, visitors and events
- Recognise our children as learning partners and ensure our curriculum is flexible and responsive to needs and interests
- Make use of our local area and wider community

Underpinning everything we do at Sedlescombe Church of England Primary School, is a relentless focus on the acquisition of basic skills, for without the ability to read and write and apply basic mathematical concepts to problems, children will be unable to access other forms of learning.

IMPLEMENTATION

Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

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.

This policy complies with our funding agreement and articles of association.

Organisation and Planning

Our curriculum is planned around a series of Interactive Learning Projects (ILP) that maximise cross-curricular links whilst ensuring rigour, breadth, balance and a clear development in the building of knowledge and the learning of key skills. The Curriculum is designed using Curriculum Maestro which builds learning on four cornerstones:

- **Engage** – aimed at hooking children into their learning using a memorable experience which provides a context for the children's learning. This is a short focussed stage of the children's learning that initiates curiosity and provokes children's thinking using interesting starting points.

- **Develop** – This is the phase during which the majority of the coverage takes place. The children build their skills and knowledge through rich challenging activities. The challenge within the activities also helps to develop children's courage, cooperation and independence as learners.

- **Innovate** – This is the phase of learning where children get to use and apply their newly acquired knowledge and skills. The Innovate tasks are purposeful and have a quality outcome at their heart. This is what the children's learning builds up to.

- **Express** – This provides children with the opportunity to talk reflectively about their learning, acknowledge their achievements and identify next steps in their learning. There is also the opportunity to share their learning with parents.

As a church school it is important that children receive a high quality RE Curriculum. RE is taught following the Local Agreed Syllabus. The teaching of RE is supported by Discovery RE and Understanding Christianity as both adopt an enquiry approach to learning and provide high quality subject knowledge materials to ensure that teachers have high expectations for all pupils.

In addition to ensuring that our Curriculum meets the statutory requirement of the National Curriculum children are taught all of the requirements of the Relationships, Sex and Health Education (RSHE). Further details on this can be found in the RSHE Policy and Curriculum Maps. Teaching of RSHE is supported by Jigsaw.

To ensure that we meet our curriculum aims and vision our school curriculum is enhanced with a variety of outdoor learning experiences including a 6 session introduction to Forest School in Year 1 and 8 session Forest School experience in Year 4.

In addition to this we believe that children need to be able to live healthy lives and be prepared to be active and responsible citizens. For this reason we have developed a cooking curriculum that supports children to be able to eat healthily. To fit with our Christian mission of giving back to our community the school has also partnered with Dom's Food Mission to provide food for local families in need.

We also believe that children should be global citizens and for this reason in Key Stage 2 children study news events and take part in class debates to ensure that they can express their opinions and take on the views of others. We believe children should be able to develop and express an opinion and to be able to stand up for what they believe in.

Roles and Responsibilities

Governors

The governing board will monitor the effectiveness of this policy and ensure that:

- The policy is implemented and that there are clear curriculum priorities that set high expectations for all pupils

- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement

- 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

Headteacher

The Headteacher is responsible for ensuring that this policy is followed, and that:

- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- All required elements of the curriculum, and those subjects which the school has chosen to offer, have aims and objectives which reflect the vision and values of the school and indicate how the needs of individual pupils will be met
- 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

Subject Leaders

Subject Leaders will be responsible for:

- Ensuring subject specific policies align with the school's vision and values and curriculum aims
- Ensuring full coverage of the National Curriculum and that statutory requirements for their subject are met
- Developing a skills map to ensure progression within the subject
- Monitoring the impact of teaching on children's learning and attainment
- Monitoring implementation of subject curriculum maps
- Following guidance for subject leaders as outlined in the Subject Leadership Policy

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 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 SEND Policy and Information Report.

IMPACT

Monitoring and Evaluation

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects through:

- Governor visits with an agreed focus, this may include meetings with subject leaders, book looks, learning walks etc.

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

- Learning walks
- Book Looks
- Planning
- Pupil Voice
- Assessment Tasks to inform future planning

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

This policy will be reviewed every three years by the Headteacher. At every review, the policy will be shared with the full governing board.

Links with other Policies

This policy should be read alongside the individual subject policies, skills progressions and curriculum maps. In addition this Policy also links to:

- Subject Leadership Policy
- Assessment for Teaching and Learning Policy
- RSHE Policy and Curriculum Map
- EYFS Policy
- SEND Policy and Information Report
- Equality Information and Objectives