



Curriculum policy

Sketchley Hill Primary School

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1. Curriculum aims

EYFS

Our curriculum needs to meet the needs of all our children, including our disadvantaged pupils and those with SEND, we therefore spend time monitoring and evaluating how children are learning. This is achieved through talking to children, book scrutinies, learning walks and lesson observations. We use this information on a weekly basis to plan learning experiences and next steps so that knowledge and skills are built cumulatively. During each assessment window, three times a year, teachers update the progress children have made onto SIMS which allows us to assess the impact of teaching and enables us to measure our starting points against a national data set.

Our curriculum and its delivery ensure that children make good progress. During their time in EYFS, children make good progress so that many meet the national expectation for GLD at the end of the year. Most pupils make good progress toward all their Early Learning Goals before transitioning into Year One. We believe, that through rigorous assessment, our high standards are due to the enriched play-based exploration alongside the teaching of experiences as they move through the early years. A rich diet of balanced learning experiences is undoubtedly the best way to develop happy, curious children.

At Sketchley Hill we want our children to be resilient and inquisitive learners who are socially aware and enjoy being part of a vibrant community.

KS1 and KS2

Our curriculum aims:

- We will equip our pupils with the knowledge and skills, especially reading skills, that they need for further learning and in adult life.
- Foster and develop a hunger and curiosity for life-long learning and enthusiasm for knowledge in our pupils.
- We want to develop the personal character and attributes of our young people so that they are confident, healthy citizens of the future.
- Enrich pupils' lives through a variety of experiences so that they can make informed choices for their own future interests.
- A curriculum that is relevant and meaningful to young people that are growing up in Burbage today

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
- › Adequate teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- › Provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- › 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
- › 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 SEND

3.3 Other staff

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

4. Organisation and planning

EYFS

The knowledge and skills we teach are set out in Development Matters: Non-statutory curriculum guidance for the Early Years Foundation Stage and the Statutory Framework for the Early Years Foundation Stage (both: DfE, 2021). We set these out in a sequence of learning (age-related expectations) with some additional/explicit learning according to children's interests and our own curriculum, linked to The National Curriculum in England (DfE, 2013). Communication is a key aspect: 'High-quality early years education, with a strong focus on communication, is good for every child'. Challenge is also important: 'The curriculum needs to be ambitious... Depth in early learning is much more important than covering lots of things in a superficial way' (both: Development Matters, DfE, 2021).

Reading is at the heart of our curriculum. Children follow the rigorous and highly successful Read, Write Inc faithfully so that they meet good outcomes for reading with almost all children passing the Year One phonics screening. Our aim is to encourage a love of reading right from the start and each topic is driven by a carefully selected range of high-quality texts. These texts not only develop a love of reading, but have been chosen specifically to develop pupil's oracy, vocabulary and comprehension skills.

The curriculum is organised in the same way as it is in the rest of the school where the learning is taught through an umbrella theme which takes the form of a question. These are linked most closely to the UTW element. This is not to suggest that this element is the most important, rather that the themes lend themselves to making links and developing key skills. Within each theme there are opportunities for the children to develop their own lines of enquiry and at times discreet lessons will be necessary. Skill development tasks are planned to supplement the continuous provision learning environment. Although the title of the theme is set on the long-term plan, the weekly plans may vary as special occasions, festivals and spontaneous moments of wonder will undoubtedly occur and must be investigated.

KS1 and KS2

The content and sequence of our curriculum is based on the following principles;

- The requirements of the national curriculum
- Our considered view of the knowledge and skills that pupils need by Year 6 in order to take advantage of future opportunities
- Curriculum coherence makes explicit connections between different subjects and experiences
- Our considered view of what knowledge and skills our pupils should have gained by Year 6 and sequenced so that they progressively and successfully reach this point.
- Content is planned so that it builds on prior learning and reference future learning.
- Content is designed to take advantage of the school's local context but also to address any typical gaps in learning eg. cultural capital
- All pupils, whatever their ability and background should access the same curriculum
- To promote reading across all subjects
- Lessons will provide rigorous activities focused on the development of disciplinary knowledge and skills

We will know that our children have made progress by;

- Using national assessments which identifies progress
- Children are prepared for the next phase of their education
- Reaching their endpoints in other subjects
- The progress and learning of SEND pupils
- The progress of other key groups
- The impact on pupils' attitudes and enjoyment towards learning
- The success of our reading culture throughout all aspects of the curriculum

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.

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.

6. Monitoring arrangements

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

- › school visits, meetings with subject leaders, reports from leaders, pupil interviews etc

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

- › planning scrutinies, learning walks, book scrutinies, pupil interviews etc.
- › taking responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year. 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:

- › Assessment policy
- › SEN policy and information report
- › Equality information and objectives