A Small School with a BIG Heart

Ellingham C of E Primary School

Curriculum Policy

This policy was adopted by Governors at the meeting held on :	23/10/2020
Signed (Chair of Governors):	Gustav MacLeod
Governing Body minute ref:	11
Date of Review:	February 2022

Statement of Intent

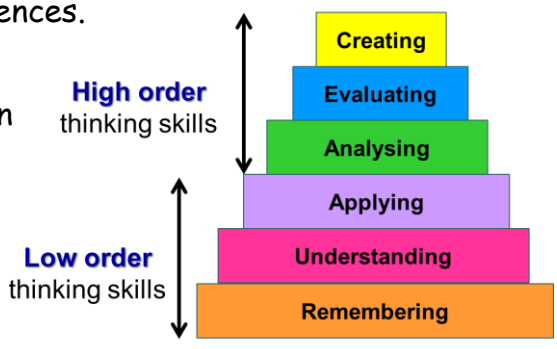
1. Curriculum Intent

Our Curriculum: A Curriculum for Life

Our ambitious curriculum is designed to develop, in all of our pupils, curiosity about the world around them, so they are eager to develop the skills, knowledge and understanding they need to succeed in life and be life-long learners. Our pupils love learning when it is based in real-life contexts, adapts to their interests and allows hands-on exploration and investigation. For example, our long held Eco-school status and Global Citizenship learning prepare our pupils well for future success.

Within our context in the North of England, STEM industries are major employers, therefore, STEM subjects (Science, Technology, Engineering and Maths) form the core of our enquiry curriculum. Alongside this emphasis, developing a love of reading is key to future learning and employment.

Through our Creative Curriculum we use an enquiry based approach to learning allowing pupils to learn in a fun, flexible but real-life context. We use topics to promote collaboration and shared learning experiences. Subject content within each topic is adapted to support the interests of pupil groups. Information



about our two-year topic cycle is available within this 'curriculum' section of our website.

Through this approach, children are encouraged to research, investigate and solve problems through 'hands-on' experiences in order to inform their learning.

This encourages children to take ownership of their learning and become engaged, independent and motivated.

Our curriculum meets the requirements of the Primary National Curriculum. The curriculum is taught using a variety of teaching and learning styles.

We engage pupils to learn through 'big question' led enquiries about topics, places, themes and issues. This allows for the development of growing subject knowledge as pupils progress through school, balanced with the important development of subject skills and the ability of pupils to think critically about what they are learning and why. This enquiry based approach allows the pupils to develop their higher order thinking skills, making links and connections between their learning.

2. School Vision and Values

Foundation

The school was established in 1857 "for the education of poor persons of the parish of Ellingham according to the principles of the Church of England." This provides the school with a sense of history, tradition and community with St Maurice's Church, Ellingham.

Vision

'A small school with a big heart!' **- a Christ centred community where each person can become who God intended them to be.**

This is founded in the commandments:

Luke 10:27

'Love the Lord your God with all your heart and all your soul and all your strength and all your mind;' and 'Love your neighbour as yourself.'

Mission

* We endeavour to develop the potential of each and every child to achieve life in all its fullness, through an engaging, enquiry based curriculum of the highest quality.
* To live well together with community and church, so that all can flourish.
* To foster curiosity and delight in learning; developing confidence, resilience and wisdom.
* As a small school, to know, value and support each person as a unique individual of inherent worth.
* To develop and nurture the spirituality of each person and to encourage, in all a desire to serve others.
* To open our hearts to others so each may grow in their knowledge of themselves, and their value as a global citizen.

In Ellingham School, we aim to live through the following values which reflect our Christian vision:

Compassion, Endurance, Justice, Service, Stewardship, Reverence and Wisdom

3. Legal Framework

3.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

3.2. This policy operates in conjunction with the following school policies:

- Homework Policy
- Assessment Policy
- Equal Opportunities Policy
- PSHE Policy
- Relationships, Sex and Health Education Policy
- SEND Policy

4. Roles and responsibilities

4.1. The **governing body** is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the Headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee which assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

4.2. The Headteacher is responsible for:

- Devising long and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing body on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the **governing body**.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.

- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

4.3. Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum, often with fellow colleagues, and reporting these plans to the Headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the Headteacher/SENCo to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCo and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCo and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the Headteacher.
- Working to close the attainment gap between academically more and less able pupils.

4.4. Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the Headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.

- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

4.5. The SENCo is responsible for:

- Collaborating with teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

5. Organisation and Planning

5.1. The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

5.2. Each school day will be split into two sessions and pupils will receive at least one break (lunch).

5.3. In general, lessons will be separated into three core stages:

- **Introduction to the topic and thinking time** – this is the time where lesson objectives will be set.
- ***A* main teaching event** – this will vary day-to-day based on the teacher's plan.
- **Plenary** – this will summarise what pupils have learnt in the lesson and will address what will be covered in the next lesson.

5.4. Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

5.5. The different learning techniques include:

- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using why and how questions.
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.

- **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
- **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils' coordinate series of events.
- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

5.6. Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.

5.7. Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.

5.8. A full list of subjects covered in school can be found in section 6 of this policy.

5.9. Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

5.10. Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with TAs and access to specialist resources and equipment where required.

5.11. TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

5.12. Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

5.13. Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.

5.14. Any difficulties identified will be addressed at the outset of work.

5.15. Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

6. Subjects Covered

6.1. The school will have due regard to the national curriculum at all times throughout the academic year.

6.2. The school will have due regard for the 'Statutory framework for the early years foundation stage'.

6.3. The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- RE
- Relationships and Health education

6.4. The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- ICT
- Design and technology
- **[KS2 only]** Languages
- Geography
- History
- Music
- PE
- Sex education

7. PSHE

7.1. Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.

7.2. All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

7.3.

8. Reporting and assessment

8.1. Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.

8.2. Homework will be set on a weekly basis in accordance with the school's Homework Policy.

8.3. Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.

8.4. Results of informal assessments will be recorded and reported back to the Headteacher, pupils and pupils' parents.

8.5. Pupils will also complete national assessments. The results of these assessments will be reported back to the Headteacher, pupils and their parents.

8.6. Assessment of pupil's with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.

8.7. Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

8.8. All reporting and assessments will be conducted in line with the school's Assessment Policy.

9. Equal Opportunities

9.1. There are nine protected characteristics outlined within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

9.2. The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

9.3. The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

9.4. The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

10. Supporting Pupils with SEND

10.1. Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

10.2. Pupils with SEND will access TA support and/or catch-up work on topics covered in lessons to ensure they do not fall behind their peers.

10.3. Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

10.4. The progress of pupils with SEND will be monitored by teachers and reported to the SENCo.

10.5. The SENCo will work closely with teachers to help them break down any barriers pupils with SEND have to education.

11. Extra-curricular Activities

11.1. The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

11.2. Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.

11.3. All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

12. Monitoring and Review

12.1. This policy is reviewed every 24 months by the Headteacher and the governing body

12.2. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.