



*Learning for Life*

# **Fawbert & Barnard's Primary School**

## **Curriculum Policy**

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## 1. Curriculum aims

Our pupils' needs and backgrounds and our values for learning underpin all areas of our curriculum: 'Learning for life'

At Fawbert & Barnard's we want all of our pupils to enjoy school - whilst also becoming resilient, ambitious, independent learners who are prepared for a changing, global society.

We offer a designed range of experiences and provision which support a full spectrum of academic, physical, spiritual, moral, social and cultural activities that enrich pupils' lives and provide them with the confidence, skills and knowledge to progress to the next stage of their education.

We believe that our pupils should experience a rich curriculum which balances academic and personal development. We recognise the importance of all National Curriculum subjects. Physical and mental well-being are valued and prioritised through our consideration of curriculum design. We teach all subjects in the National Curriculum, as well as following the agreed local syllabus for Religious Education, along with a well-planned and structured program of personal development. Our aim is for our pupils to thrive and achieve well developing high ambitions and the knowledge and cultural capital to succeed in life.

We plan our curriculum for security and depth of learning. To do this, we ensure that pupils don't just cover the curriculum but return to the key concepts, knowledge and skills over and over - each time gaining a deeper and more secure understanding, so that application of ideas and knowledge across different subjects is possible.

We promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.

We promote positive attitudes towards learning, ensuring equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.

At Fawbert & Barnard's Primary, we use the Ofsted inspection framework as a helpful starting point for making curriculum decisions. The framework enables us to plan our curriculum work around three key ways of thinking: Intent, Implementation and Impact.

### Intent

The curriculum at our school is one:

- That challenges pupils but is accessible to all.
- That is coherently planned and sequenced.

- That is successfully adapted, designed and developed for pupils with special educational needs and/or disabilities.
- That is broad and balanced for all pupils.

## 2. 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.

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
- › The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, Science and (subject to providing the right to withdraw) Religious Education, 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 and/or disability (SEND)
- › The school implements the relevant statutory assessment arrangements
- › The school participates actively in decision-making about the breadth and balance of the curriculum

### 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
- › 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 SEND

### 3.3 Other staff

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

The Core Curriculum Leader is Mr Worton-Geer

The Non-Core Curriculum Leader is Mr Mortimer

Both oversee the curriculum, ensuring that subject leaders follow the policy and are proactive in leading their subject area. They are responsible for seeing that progression is maintained across the school and that assessment, monitoring and development is continuously carried out.

## 4. Organisation and planning

At the heart of our curriculum are the core subjects of English, Mathematics & Science. We also truly value our wider curriculum, covering all other National Curriculum subjects. This wider curriculum is organised into topics taught as cross-curricular learning where meaningful links can be made or discrete subject specific work is taught as stand-alone units of learning. All topics will have an entry based 'hook' to excite and engage the children and a purpose for study so that learning is meaningful and relevant for them. A question is usually posed which is returned to during the topic.

Progression of knowledge, skills and understanding is carefully planned, reviewed and adapted yearly to ensure that children's learning builds effectively over time to ensure children are ready to meet the expectations of secondary school. Each subject has 3 or 4 big ideas which all learning relates to. The big ideas help link the learning over time and aid memory. Teachers will be self-reflective and will enhance their teaching skills and strategies to help raise standards across the full breadth of the curriculum. Where possible, learning will be supported and enriched by visits, workshops, artefact boxes, role-play and practical resources. We encourage teachers to plan trips; particularly in our local community to ensure that all children have a wide variety of experiences and that we ensure they all have the same experiences to bring to their learning.

Our curriculum includes well-being and we plan for the whole child to ensure that learning is for life and enables every pupil to have the potential to fulfil their ambitions. We teach Relationships and Health Education throughout the school, alongside Personal, Health and Social education. Throughout our teaching of the curriculum, we develop ideas around the British Values.

### Curriculum Implementation

Implementation will ensure that:

- All groups of pupils are able to enjoy and achieve well.
- Pupils secure the necessary knowledge and understanding of important concepts across all subjects in the curriculum
- Teaching is responsive to the needs of our learners and steps are taken to address pupils' gaps, misconceptions and difficulties
- Teaching materials, strategies and work given to pupils is ambitious, coherent and matches the school's curriculum intent

See our EYFS policy for information on how our Early Years curriculum is delivered.

### Impact

We define progress as the widening and deepening of the essential knowledge, skills, concepts and behaviours in each subject through a key stage. We aim for our pupils to become resilient, curious learners who find pleasure in tackling challenging work.

If pupils make good or outstanding progress then they achieve the age-related expectations (Expected Standard) in a subject at the end of a key stage and may work at a more advanced standard (Greater Depth Standard), depending on their relative starting points or prior attainment.

We assess pupil's depth of understanding at regular intervals, and use this to forecast whether they are on track to meet our curriculum expectations. One of the roles of the subject leader is to monitor pupil progress and outcomes and to audit teachers' assessment judgements.

The impact of our work will be reflected in:

- Our pupils' achievements, including in results from national tests
- Pupils' work is of a good quality
- Our pupils are prepared for the next stage of their education
- Pupils can read confidently and competently and are numerate
- Pupils can talk about their learning

## 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 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. If pupils are unable to access the National Curriculum then they will be provided with a bespoke curriculum that provides life skills.

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 whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

Monitoring visits

Meetings with leaders, staff and pupils including school councillors

Pupil perceptions

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

Planning/ Medium term plan scrutinies

Learning walks

Pupil perceptions,

Staff surveys,

Book scrutinies

Deep dives with the school improvement partner and other senior leaders

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

This policy will be reviewed every 3 years 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
- › SEND policy and information report
- › Equality information and objectives
- › Remote Learning Policy