

# Attleborough Primary School



## Curriculum Policy

**Date: January 2021**

**Review: January 2022**

## **Mission Statement**

At Attleborough Primary School we **inspire** a life-long love of learning, through an exciting and creative curriculum which enables children to **achieve** their full potential. We celebrate our many diverse backgrounds which helps our children to **grow** into positive and active citizens. Our school is a happy and healthy place to learn.

## **Aims and objectives**

The Curriculum Policy underpins the principles and strategies used for the development of the curriculum undertaken within Attleborough Primary School. We value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school.

## **Curriculum intent**

At Attleborough Primary School we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem.

**Classroom-based learning:** Accessing different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

**Extra-curricular activities:** We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.

- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

## Key roles and responsibilities

### 1.1. The Governing Body has overall responsibility for:

- The approval, monitoring and implementation of this Curriculum Policy of Attleborough Primary School.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment
- Ensuring that the Curriculum Policy is inclusive and accessible to all and that it does not discriminate on any grounds, including but not limited to: ethnicity/ national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy as outlined in the school's Complaints Policy.
- Publishing National Curriculum test and teacher assessment results.

### 1.2 The Headteacher is responsible for:

- The day-to-day implementation and management of the Curriculum Policy of Attleborough Primary School.
- Communicating the agreed curriculum to the governing board 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 board.
- 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.

### 1.3 The Curriculum Co-ordinator is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Providing a strategic lead and direction for the school curriculum, in liaison with the subject team and the headteacher, in line with the Department for Education's statutory guidance, ensuring appropriate coverage of the curriculum and our learning guarantees
- Providing efficient resource management and timetabling of subjects
- Support and offer advice to colleagues on issues related to their subject

- Monitor pupil progress.
- Provide efficient resource management.

#### 1.4 Subject Leaders are responsible for:

Within the school's organisation each class teacher takes on the responsibility for leading on a subject area. It is the role of subject teams to

- The subject team is responsible for providing the Curriculum Co-ordinator with information about developments in their key area of learning at both a local and national level, and reviewing the curriculum across the school.
- The subject team is responsible for reviewing subject plans for their key areas and evaluating teaching, learning and assessment.
- 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.
- Keep up-to-date with developments in their key area of learning at both national and local levels.
- Review the way the subjects are taught in the school and plan for improvement linking to whole school priorities, ensuring there is full coverage of the National Curriculum and that progression is planned for
- Monitor how their subjects are taught through monitoring the medium and short-term planning, ensuring that appropriate teaching strategies are used.
- Evaluate teaching and learning, and assessment within their subject.

#### 1.5 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 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 and the 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.

#### 1.6 The SENCO is responsible for:

- Collaborating with the headteacher and 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

## Organisation and planning

Our curriculum is planned and developed in line with the requirements of the National Curriculum. Our curriculum is based on several broad areas of learning:

- Personal, social and emotional development.
- Communication, language and literacy.
- Mathematical development.
- Knowledge and understanding of the world.
- Physical development.
- Creative development.

Our curriculum is designed to ensure our pupils develop the skills they need to develop into good citizens who can solve problems and challenges and work well with others.

Long-term planning for each key stage takes place every year.

Medium-term planning gives clear guidance on the skills that we are developing within each topic. Regular reviews take place every term.

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

2.2 Each school day will be split into two sessions and pupils will receive at least one

morning break and a lunch.

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

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.

- 2.4 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.
- 2.5 Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.
- 2.6 Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.
- 2.7 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.
- 2.8 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.
- 2.9 Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.
- 2.10 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.

## **Subjects covered**

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

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

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

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

- Art and design
- Computing
- Design and technology
- Languages KS2 only
- Geography
- History
- Music
- PE

## **Assessment and reporting**

We consider accurate and focussed assessment to be the cornerstone of high quality teaching.

- 4.1 Homework will be set in accordance with the homework policy and help consolidate pupils' knowledge and understanding of concepts covered within lessons.
- 4.2 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.
- 4.3 Results of informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents.
- 4.4 Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents.
- 4.5 Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.
- 4.6 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.
- 4.7 All reporting and assessments will be conducted in line with the school's Assessment Policy.



## **Supporting pupils with SEND**

- 5.1 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.
- 5.2 Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.
- 5.3 The progress of pupils with SEND will be monitored by teachers and reported to the SENCO
- 5.4 The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

## **Extra-curricular activities**

- 6.1 The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.
- 6.2 Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.
- 6.3 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.

## **Monitoring and review**

- 7.1 This policy is reviewed annually by the headteacher and the governing board.
- 7.2 Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.