

Seamer and Irton CP School

Curriculum Policy

Policy name	Curriculum Policy
Frequency of review	Bi-annual
Reviewed on	18 March 2021
Reviewed by	Governing Board
Next review	March 2023

What is the Curriculum?

A curriculum should reinforce prior learning and increase in cognitive complexity. This means it should widen out as the child moves through the school, revisiting concepts in greater depth.

The curriculum is...

... a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage. (INTENT)

... for translating that framework over time into a structure and narrative within an institutional context. (IMPLEMENTATION)

... and for evaluating what knowledge and understanding pupils have gained against expectations. (IMPACT)

Learning is defined as an alteration in long-term memory. If nothing has altered in long-term memory nothing has been learned.

Progress means **knowing** more and **remembering** more.

Values

The curriculum at Seamer & Irton Primary School is underpinned by the school's Ethos Statement. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

These are the main aims of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures.
- We value the spiritual and moral development of each pupil as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations as well as our own.
- We value parents and work in partnership with them to enrich the curriculum.

Aims and objectives

Through our school curriculum we aim to:

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- provide all pupils with every opportunity to achieve their full potential.
- promote the highest standards of work and behaviour.
- offer every pupil full and equal access to all areas of the curriculum.
- value and celebrate diverse backgrounds and need.
- promote pupil's self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the wider world.
- prepare each pupil for life beyond school, in a modern, global society.

Organisation and Planning

We plan our curriculum in three phases.

1. **LEARNING DESTINATIONS.** We agree a long-term plan for each key stage and subject area. This indicates what topics are to be taught in each term and ensures that all children experience the full range of the National Curriculum.
2. Medium term plans are called **KNOWLEDGE ORGANISERS** and are written to ensure coverage of the foundation subjects. They include intended learning outcomes with differentiation identified. This is the **LEARNING JOURNEY**.
3. Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning intentions for each session and to identify what resources and activities staff will use in the lesson.

We adopt a cross-curricular approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

For each year group we have identified 12 **LEARNING ADVENTURES**. These are activities that are designed to enrich the core curriculum, such as, raising money for a charity or experiencing a train ride.

Inclusion

Teachers set high expectations for every pupil. They plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to set targets which are deliberately ambitious. The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents. If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice [2015]. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.

The role of the Subject Leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject.

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- support and offer advice to colleagues on issues related to the subject.
- monitor pupil progress in that subject area.
- provide efficient resource management for the subject.

Monitoring and review

Planning is monitored by the leadership team to ensure that planning is current and used as a working document. Book scrutinies are also carried out to ensure clear progression is evident in books. They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's marking policy. The leadership team and subject leaders also conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. Subject leaders also monitor the way in which resources are stored and managed. SLT (Senior Leadership Team) and subject leaders feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

There are named governors who also monitor curriculum provision, (see Quality of Education form below).

Equalities Statement

- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the children in our school.

This policy has been assessed by the equalities governor to ensure that it does not have an adverse effect on race, gender, or disability equality.

SignedDate

(Chair of Governors)

SignedDate

(Equalities Governors)

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Quality of Education Governor Visit

Subject:

Date:

Governor:

Subject Leader/Specialist:

Curriculum Intent

<i>Are Subject Leaders/Specialists following National Curriculum?</i>
<i>Is the PoS planned effectively and logically to ensure end points, pupil knowledge and progression?</i>
<i>Is the PoS sequenced to enable pupils to build knowledge and skills effectively?</i>
<i>Is subject content identified as 'Most Useful' within the PoS taught in logical progression, systematically, and explicitly to enable all pupils to acquire the intended knowledge and skills?</i>

Curriculum Implementation

<i>How are the PoS, intended end points and progress of pupils in the subject perceived by the Subject Leader/Specialist and teachers?</i>
<i>Does the Subject Leader/Specialist have a strategy for the teaching and learning of the subject?</i>
<i>What is done to support teachers in the development of their pedagogical content knowledge?</i>

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<i>Are schemes of work reviewed to enable long term planning?</i>

Curriculum Impact

Date

<i>What is the data telling us?</i>

<i>Pupil Observation, Interviews and Work Scrutiny</i>

<i>Do pupils know more, remember more, and do more and are they progressing?</i>

<i>Do pupils read?</i>

<i>Do pupils remember the content they have studied?</i>

<i>What should the next steps be?</i>