

# Curriculum policy

TOFT HILL PRIMARY SCHOOL



Version Number	Date agreed by Governors	Date of review	Headteacher	Chair of Governors
1	28 <sup>th</sup> June, 2021	Summer term 2023 (Sooner if there are changes)	Janice Stobbs	Alison Barron

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## 1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

## 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 body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- 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 body
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body 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 SEN

### 3.3 Other staff

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

The curriculum lead (Deputy Head Teacher), through monitoring, will ensure compliance with this policy and will discuss any concerns with the head teacher.

## 4. Organisation and planning

Curriculum approach

In Toft Hill Primary the curriculum is arranged by subject.

The curriculum is adapted to suit our locality and context. For instance, our history curriculum has been designed to address the distinct historical context of this location. Children should know about the past of the place in which they live. In geography, the curriculum has been designed to ensure our youngest children experience geography close to home e.g. the school and its grounds and gradually work outwards to the village, the surrounding area, County Durham, the North East, England, Europe and eventually the wider world.

Subjects have been designed around the National Curriculum content and are taught discretely but consideration has been given to establishing links between topic areas within subjects. For example Year One pupils learn about the countries of the United Kingdom and capital cities in geography and this fits well with their history topic of Queen Elizabeth and the Royal family.

Subjects are delivered in different ways and this depends upon time constraints, resourcing issues and other factors. Some subjects are taught weekly whilst others are blocked, 3/4 afternoons in one week.

Design and Technology is often blocked as there is no storage in the school to adequately store ongoing projects from one week to the next.

Sometimes staff teach in other classes in order to share expertise. For example, the RE lead might deliver lessons in exchange for the computing lead teaching in their class. This is always discussed and arranged with senior leaders well in advance.

Planning is sequenced and consideration is given to the development of both knowledge and skills.

In addition to National Curriculum subject areas the school also ensures that other recommended areas are addressed.

- Relationships and health education  
A policy is in place for this (available from the school office). Provision is included with the whole school plan for PSHE. This aspect is delivered discretely and often by the SRE lead.
- Spiritual, moral, social and cultural development threads through the current curriculum. It is evidenced by the SMSC lead in a floor book. It is often addressed in assemblies.
- British values are addressed within the PSHE curriculum but are also delivered as part of the assemblies programme.

There is an expectation that subject leads share the long term plans for their subjects on the One Drive and the school website. Teachers are expected to produce medium term plans for each subject, each term and made available to senior leaders via the One Drive. Teachers are expected to have short term plans readily available, especially if they are absent and a cover teacher needs to step in.

A range of resources are available to teachers to assist with planning and progression. Subject leads are also there to support with advice and guidance.

Maths	White Rose NCETM Primary Stars (KS1)
English	Accelerated Reader Pearson Bug Club Twinkl (spellings) TT Progression guidance
Science	Association for Science Education
Geography	Twinkl Digimaps
History	Twinkl Ancestry
Art	Kapow
Design & technology	Kapow
Music	Kapow
French	Kapow
RE	Durham Syllabus resources (One Drive) Twinkl
Computing	A range of free online resources e.g. Scratch and Rapid Router Natterhub
PE	PE Passport Association for Physical Education

### Early Years

In Early Years staff, are following the new Early Years Framework and Development Matters 2021 aiming to achieve the Early Learning Goals by the end of the year. Learning is approached through a mixture of topics, for example seasonal changes and focused around books and children's interests.

Long term planning provides an overview of potential learning across the year that would lead to achievement of the Early Learning Goals. This is adapted to meet the distinct needs of the cohort.

Medium term planning provides a curriculum overview and is developed half termly. Again, this is adapted to meet the needs and interests of the cohort. This planning identifies eight key skills that children should achieve by the end of the half term and possible lines of development which identify adult directed learning. Details of resources are also provided plus enhancements to enable effective child initiated learning.

All planning is stored on the One Drive.

## 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 SEN policy and information report.

## 6. Monitoring arrangements

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

- school visits, committee meetings, meetings with senior leaders/subject leads, presentations by subject leads to the Governing body, Headteacher's Termly report

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

- planning scrutinies, learning walks, book scrutinies, lesson observations, pupil interviews etc

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

This policy will be reviewed every two years by the Standards and Curriculum committee. At every review, the committee's agreement of 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
- SEN policy
- Equality information and objectives
- Relationships and Sex Education

