Curriculum Policy

St Andrew's CE Junior School

Approved by: Bruce Levitan	Date: November 2023
Last reviewed on: November 2023	
Next review due by: November 2025	

Our Vision

Through experiences rooted in Christian Values and through mutual Respect, we guide children to develop Compassion, Responsibility and Resilience in a caring environment

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1. Aims

Our curriculum aims to:

Policy Statement of Curriculum intent.

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (Key Stage 2 ready and secondary ready), and enable them to be successful in their community.

Our vision and Christian Values form the basis for the curriculum we deliver and is relevant to the context of our school setting. We believe Character Education is vital in nurturing the whole child, encouraging independence and self-reflection and a well-balanced and informed view of Global issues, helping our children to become Global Citizens.

At St Andrew's C of E Junior School we believe that learners should feel inspired to develop and succeed. We believe that learners achieve more when teaching allows it to be: creative, fun, memorable and purposeful, experimental, interactive and where possible practical. The learner should lead it and there should be opportunities for learners to be reflective, own their outcomes and set their own challenges through their choices in resources, planning, success criteria, feedback and next steps for success.

We believe that the learning experience at St Andrew's Junior School should promote our children as: creative thinkers, risk takers who make mistakes as part of their learning journey and who are emotionally engaged within a varied inspirational contexts, maximising opportunities to learn across a variety of experiences which incorporate the importance of Christian values and Global Citizenship goals.

This policy makes reference to The New National Curriculum 2014.

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.

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*
- *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 board*
- *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 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 SEN*
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3.3 Other staff

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

Each subject is lead by a member of teaching staff, who oversee the planning and delivery of their subject through regular monitoring activities.

We have an overall curriculum leader who is responsible for overseeing the curriculum development and for the progression of strands through each subject.

4. Organisation and planning

The curriculum at St. Andrew's is built around our desire for children to become inquisitive and active learners. Programmes of study are based around seven Global Goals and three Christian Values that run throughout the school:

. The Global Goals, put forward by the United Nations, are used to support the curriculum to give children a wider sense of their role in the modern world. The seven goals are Peace and Conflict, Globalisation and interdependence, Identity and Diversity, Sustainable Development, Social Justice, Human Rights and Power & Governance. These are supported by three Christian Values – one per term and these are Unity, Responsibility and Fairness & Equality. Global Goals are taught on a two-year rolling programme.

The curriculum is supported by the LYFTA learning platform which supports and enhances our global learning.

English, Science, History & Geography, MFL, Art & Design, and Music, are taught within the global goals outlined. Maths is taught with a view to establishing a mastery approach across the school that is currently underway (this builds directly on the supervision of a Mastery Specialist within the staff). Staff look for opportunities to make strong links between all subjects so that children value their worth.

Relationship and sex education (RSE) is delivered through PSHE. We encourage children to develop positive and meaningful relationships in their lives whether they be with other children, parents or staff. Puberty and sex education is delivered in Years 5 and 6. Parents are given an opportunity to discuss and view materials shown to the children in advance and to discuss with staff. Parents are also given the opportunity to withdraw their child from lessons if they wish through writing to the Head Teacher.

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:

- Visits to school
- Learning walks

The headteacher will monitor through:

- Learning walks
- Drop-ins
- Observations
- Book Looks
- School Task Force meetings
- Pupil voice

Subject leaders and the Curriculum leader monitor the way their subject(s) is taught throughout the school by:

- Learning walks
- Book looks
- Modelling lessons
- Observations
- Assessment activities

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

This policy will be reviewed bi-annually by the head teacher and SLT. 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:

- Feedback and marking Policy
- SEN policy and information report
- Teaching & Learning Policy
- Pupil Premium Strategy
- RSE Policy
- Equality & Diversity Policy