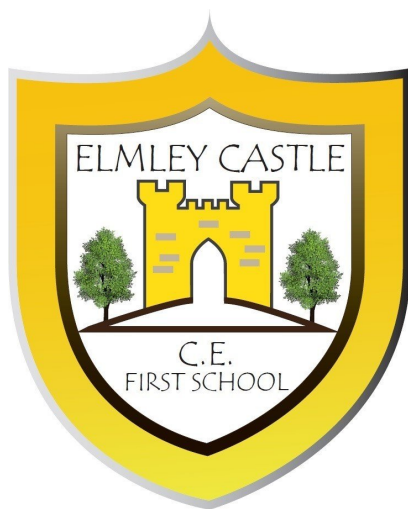


Curriculum Policy

Elmley Castle CE First School

A Little Piece of Heaven on Earth



‘ May God give you heaven’s dew and Earth’s richness.’ Genesis 27:28.

‘Our community grows and flourishes together. Through our core values, we seek a lifelong love of learning, pursuing wisdom and excellence so everyone achieves their best. We create opportunities to explore our own sense of spirituality and encourage all to live with thankful, forgiving hearts, respecting the preciousness of our world.’

Approved by:	FGB	Date: 15.6.2022
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1. Curriculum Intent

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient vocabulary, substantive and disciplinary knowledge for future learning and employment
- Enable pupils able to choose and apply their knowledge and skills in relevant situations
- Support pupils' spiritual, moral, social, emotional and cultural development
- Support pupils' physical and mental wellbeing, helping them take responsibility for their own health, and enabling them to lead active lives, taking calculated risks to learn and grow.
- Promote a positive attitude towards learning; having a growth mindset to enable them to be resilient, adaptive and life-long learners
- 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/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life as tolerant and respectful British citizens, making them ready for their next stage in life's journey.
- In Early Years we 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](#).

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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 Senior Leadership Team 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
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- 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 Senior Leadership Team

The Senior Leadership Team 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

3.3 Other staff

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

4. Implementation

At Elmley CE First School we strive to give our children a rich, varied and meaningful curriculum. At its heart are the children, and the curriculum has been built with our children in mind. Throughout all areas of the curriculum all staff have high expectations and academic standards, quality-first teaching, learning and planning is provided using a thematic approach. The National Curriculum is at the core of our curriculum, alongside our school vision and values (respect, thankfulness, perseverance, generosity, compassion and forgiveness) which embody and make us what we are here at ECFS.

The curriculum has been carefully created to offer a wide range of subject areas each year on a 2 year cycle for every class. Each topic title has been designed to engage and enthuse the children and planning is centered around high quality texts (reading spine). The core skills of reading, writing and mathematics are a central thread that runs through each

topic. Children have input into curriculum design through pupil parliament and class discussions and a clear set of key substantive and disciplinary knowledge as well as progressive vocabulary for each topic is presented prior to the learning, and then assessed at the end of each topic. We aim to create an initial stimulus and a finishing showcase to make learning memorable and give children a clear purpose to their learning with real life, meaningful contexts where they can apply those skills. Within each topic we provide children with real experiences such as educational visits, visiting speakers, theme days/weeks including worship days, enterprise week and multi-cultural arts week. Within our curriculum we encourage the children to be very reflective and take ownership of their learning, allowing them to become independent, resilient learners and to work as a team. Linked to this is our Marking, Feedback and Presentation Policy, which outlines how teachers 'Live Mark' and give in instant verbal feedback, and in turn, how the children should respond to their advice.

Throughout our topics, children are exposed to a range of cultures and communities from a local and global perspective. Healthy living and sport play a large part in school life with PE lessons and forest school activities taught each week, alongside numerous after school clubs and inter-school matches and festivals. Embedded in our topic format and curriculum, we are committed to provide opportunities for the creative arts, computing and outdoor learning. Drama, design & technology, art and music are taught on a half termly basis within the context of the topic. Computing is taught in KS1/2 following the icompute scheme. This helps develop the children's ability to solve real life computing problems in different ways. We also have a set of iPads and laptops for use by each class, as well as interactive whiteboards which can provide opportunities technology to enhance teaching and learning.

Outdoor learning is vital for all our children. We actively encourage learning outside in the grounds and in the wider world. Reception children go to Forest School weekly to risk take, problem solve, enquire and work as a team. KS1 and KS2 have an afternoon every fortnight. The whole school have many experiences outside including: grounds days, residential trips, local walks, visits to places of worship and places of interest to the topic. The breadth of the school curriculum is a significant strength. Around the school, colourful displays celebrate pupils' achievements in many different subjects. Pupils in all classes regularly sing, dance, investigate, build, draw, paint, act, research, study and create. When designing each topic unit, history, geography and science will be the lead focus of study. Children are exposed to all aspects of culture, religion, faith and a range of communities and civilizations from around the world. Heartsmart is used to support PSHE, RSE and wellbeing teaching throughout the school and Philosophy for Learning is taught in KS1 and KS2 to encourage safe spaces for children to ask and explore big questions.

Elmley CE First School holds spirituality at its heart; our Spiritual Development Policy highlights opportunities that are planned to help children develop 10 core spiritual capabilities. British Values and Cultural Capital are explored throughout topic themes and current affairs discussed in P4C and weekly worship sessions. Yearly enterprise weeks teach children key entrepreneurial skills, taking product from design to market, analyzing profit. MFL is taught explicitly from Year 2-5.

See our EYFS policy for information on how our early years curriculum is delivered.

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. Impact

The SLT takes an overview of all curriculum assessment and progress across the school to identify areas of strength and for development; which informs the school's SDP and action planning. These documents are working documents which adapt as the need arises and are shared with the school's stakeholders.

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through a timetabled monitoring and evaluation plan. Monitoring visits to the school are made in conjunction with subjects leads and all individual reports are reported back to the FGB.

Subject leaders monitor the way their subject is taught throughout the school by, following the school's monitoring timetable. Examples of methods used are: Planning/book scrutinies, learning walks, pupil voice discussions etc. Subject leaders/curriculum leads also have responsibility for monitoring the way in which resources are stored and managed. The information they gather informs their subject action plans which are reviewed across the year. Lead, deliver and source training to identify key areas for development in their individual subjects, in line with the school's SDP.

National statutory assessment and regular formative and summative assessment arrangements in school, track progress throughout the year with Pupil In Conference (PIC) reviews and pupil data are used to inform next steps for groups, classes and individuals.

This policy will be reviewed every year by the Head of Curriculum (Mrs. Nadia Underwood) and responsible governor. 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
- SEN policy and information report
- Equality information and objectives
- Teaching and Learning Policy
- Curriculum Statement
- Pupil Premium Plan
- Marking and feedback policy
- Spiritual Development Policy