



WHERE STARS SHINE

CURRICULUM

POLICY

Policy Lead Committee: Local Academy Committee

In consultation with:

Approved by:

A handwritten signature in blue ink, appearing to be 'R. G. J.', is written over the 'Approved by:' text.

Date: 29th November 2023

Policy Date: Autumn 2023

Review Date: Autumn 2024

Review Frequency: Annually



1. Introduction

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which the school has chosen to follow.

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 pupils set out in the Early Years Foundation Stage (EYFS) statutory framework. 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.

This policy complies with our funding agreement and articles of association and outlines our dedication to establishing a well-rounded and robust curriculum.

UNITED NATIONS COVENTION ON THE RIGHTS of the PUPIL

ARTICLE 28

Every pupil has the right to an education.

ARTICLE 29

Education must develop every pupil's personality, talents and abilities to the full. It must encourage the pupil's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

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 believe pupils get a well-rounded education if everyone is involved in shaping it.

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 enhance their learning experience, build resilience, confidence and self-esteem.

Staff have access to a variety of learning resources and equipment to broaden pupils' knowledge, and make cross-curricular links where possible within lessons so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching is extended to include one-to-one and small group tuition for pupils who require additional support.



2. We aim to provide a broad and balanced curriculum which:

- Fulfills all the requirements of the national curriculum and the agreed syllabus for RE.
- enables all pupils to understand that they are all successful learners.
- enables pupils to understand the skills and attributes needed to be a successful learner.
- provides a wide range of learning experiences within a happy, supportive and enthusiastic teaching environment.
- teaches pupils the basic skills of literacy, numeracy, ICT and science.
- enables pupils to be creative through art, dance, music, drama and design technology.
- helps pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- helps pupils understand the importance of truth and fairness, right from wrong, so that they grow up committed to equal opportunities for all.
- provides a framework by which pupils can learn to respect themselves, their peers and adults in order to encourage them to become good citizens within the local community and wider world.
- supports pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- enables pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- encourages and supports pupils to develop and hone their special skills and talents in areas of particular interest to themselves, within and outside of school.

3. Values

Our school curriculum is underpinned by the values that we hold dear at our school. At its core are the Rights Respecting Ethos, Values and Global Citizenship dimension. This helps to support the pupils social, spiritual, emotional and cultural development.

Our aim is to ensure that pupils are prepared for, and have an appreciation of Life in Modern Britain through introducing and discussing **British Values**:

- Mutual Respect and the Tolerance of those with different faiths and Beliefs.
- Democracy.
- Rule of Law.
- Individual Liberty.

We are a Level 2 Rights Respecting School and this strengthens our teaching of British Values.

4. Curriculum

We have developed '**The Curiosity Curriculum**' to meet the needs of our pupils at Severnbanks School.



I KEEP six honest serving-men
I KEEP six honest serving-men
 (They taught me all I knew);
Their names are What and Why and When
 And How and Where and Who.
I send them over land and sea,
 I send them east and west;
But after they have worked for me,
 I give them all a rest.

I let them rest from nine till five,
 For I am busy then,
As well as breakfast, lunch, and tea,
 For they are hungry men.
But different folk have different views;
 I know a person small—
She keeps ten million serving-men,
 Who get no rest at all!

She sends'em abroad on her own affairs,
 From the second she opens her eyes—
One million Hows, two million Wheres,
 And seven million Whys!
Rudyard Kipling

**The Curiosity Curriculum is Text Enhanced and is based on the question words:
What, Why, When, How, Where, Who.**

We use questions to encourage pupils to enquire, research and investigate their learning. Prior to the beginning of each theme we involve pupils in a pre-learning task to establish what they already know about the theme as well as what they would like to know.

We then integrate these ideas into planned learning sequences so that the curriculum is personalised to the pupils' needs and relevant to their interests, therefore making it more engaging for them.

**Tell me and I forgot,
Show me and I remember,
Involve me and I understand**

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Although cross-curricular links are made; including P4C, some subjects are taught as dedicated, discrete sessions: Numeracy; Science, Music, SPaG; RE; PE; French.

Thinking skills are to be taught, developed and used across all subjects and identified on plans.

4.1 Organisation and Planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

Our short-term plans are those that our teachers use on a weekly basis.

4.2 The Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on developing pupils' skills and experiences through play, moving learning forward through which is simple and effective- our aim is to fuse pedagogical approaches that meet the needs of all our children.

We are well aware that all pupils need the support of parents, carers, teachers and others to make good progress in school. We strive to build positive links with the parents and carers of each pupil by keeping them informed about the way in which the pupils are being taught, how well each pupil is progressing and how they can support them at home.

5. Roles and responsibilities

5.2 The governing body is responsible for:

- ensuring the curriculum is inclusive and accessible to all.
- liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- monitoring the content of this policy

5.3 The headteacher is responsible for:

- devising plans for the curriculum in collaboration with teachers and members of the SLT.
- ensuring the curriculum is inclusive and accessible to all.
- Supporting teachers with the planning and implementation of the curriculum, ensuring workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Review the curriculum and make any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.

5.4 The subject leader is responsible for:

- providing strategic leadership and direction for their subject;
- support and offer advice to colleagues on issues related to the subject or curriculum area.

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- monitoring pupil progress and reporting on this to the headteacher.
- providing efficient resource management for their subject.
- 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.
- keeping up to date with developments in their subject, at both national and local level.

5.5 Teachers are responsible for:

- implementing this policy consistently throughout their practices.
- ensuring plans reflect the school's curriculum.
- implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged.
- collaborating with the headteacher and SENDCo to ensure that the curriculum is inclusive and accessible to all.
- working closely the SENDCo and TAs to ensure those in need receive additional support in lessons.
- ensure academically more able pupils are given additional, more challenging work to celebrate their talents.
- celebrating all pupils academic and non-academic achievements
- reporting progress of pupils with SEND to the SENDCo and ensuring any difficulties identified are discussed and resolved.
- monitoring the progress of all pupils and working to close the attainment gap between academically more and less able pupils.

5.6 The SENDCo 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.

5.7 Organisation and planning

- The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.
- Lessons will use a range of teaching techniques to appeal to different learning types; visual, audio, kinaesthetic
- Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils.
- Teachers will plan lessons to accommodate pupils of mixed ability making cross-curricular links.
- 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.



- 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.
- Using Rosenshine's 10 Principles of Instruction, teachers will also ensure that through the day the following elements are incorporated into the teaching the learning:
 - 1) A daily review of previous learning.
 - 2) New material presented in small steps, with teachers ensuring that each step is mastered before moving on.
 - 3) Teachers asking a variety of open questions to establish children's understanding.
 - 4) Teachers model clearly, using equipment, visual and/or other aids to show children how to solve problems.
 - 5) Time for children to do guided practise.
 - 6) Teachers also carefully check all children's understanding in a variety of ways
 - 7) Children have a high rate of success, with enough mistakes to show that they are being challenged
 - 8) Scaffolds are provided for more difficult tasks
 - 9) Children are given opportunities to also practise independently
 - 10) There are weekly and/or monthly reviews of learning

6. Subjects Taught:

- We have due regard to the national curriculum and 'statutory framework for the early years foundation stage' at all times throughout the academic year.
- We will ensure that every pupil has access to the following core subjects:
 - English
 - Maths
 - Science
 - RE
 - Sex, Relationships and Health Education
- We will ensure pupils also have access to the following foundation subjects:
 - Art and Design
 - Computing
 - Design and Technology
 - MFL
 - Geography
 - History
 - Music
 - PE
 - PSHCE including P4C



7. Reporting and Assessment

- Homework includes reading, spellings, times tables, project work and at KS2 includes English and Maths challenges through 'Doodle' and Education City.
- Informal assessments will be carried out to measure pupil progress. The results will be used to inform future planning.
- Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents.
- Special measures will be given to pupils who require them; eg pupils with SEND, who are ill, EAL, or pupils who suffer from conditions that inhibit their academic performance.

8. Equal Opportunities

There are nine protected characteristics outlined within the Equality Act 2010, these are:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

9. Supporting pupils with SEND

- Pupils with SEND will receive the additional support they require both academically and with their personal development.
- Pupils with SEND will work with TAs in smaller groups or 1:1 to work on topics covered in lesson to ensure they do not fall behind their peers.
- Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.
- The SENDCo will monitor the progress of pupils and will work closely with teachers to help them break down any barriers pupils with SEND have to education.
- The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual pupils, then we do so only after the parents of the pupil have been consulted.



10. Extra-curricular Activities

- We offer pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.
- Extra-curricular trips and activities occur outside school hours and can include overnight stays in the UK.

11. Monitoring and Review

- This policy is reviewed annually by the headteacher and the Local Academy Committee.

This policy is available on the school website:

www.severnbanksprimaryschool.co.uk/website/policies/257152. Paper copies are available on request from the School Office.

