



"I am able to do all things by the one who strengthens me" Phillipians 3:14
" We will all achieve our very best by loving learning, showing resilience and by developing Christian values within our community".
GROWING - BELIEVING - SUCCEEDING

Curriculum Policy for Sale and Davys CofE Primary School

Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- 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 and to develop resilience.
- To promote a love of learning and to develop children's curiosity and interest in the world they live in.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support

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 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
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

Policy approved.....at a Full Governors Meeting

Date of meeting: 21 November 2019

Minute Number:

Renewal Frequency: Annual



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- 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 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

3.3 Other staff

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

4. Organisation and planning

- Sale and Davys School follows the National Curriculum and this is complimented by the school's Enriched Curriculum.
- The school's curriculum has been adapted to suit local needs and reflects the school's Christian ethos
- Progression grids are in place for all subjects from year 1 to year 6.
- Class teachers write medium term plans and lessons are taught in weekly blocks or once a week across the term.
- Sex and relationship education is covered through the science and PSHCE curriculum.
- Spiritual, moral, social and cultural development is taught through a range of subjects and experiences, these include forest schools, religious education, PSHCE and collective worship.
- British values have been built into the PSHCE scheme of work and key values are reinforced through the school's daily collective worship

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- Years 1 to year 6 all follow a curriculum that is on a two year cycle due to mixed aged classes. The reception curriculum is cyclical.(see our EYFS policy for information on how the early years curriculum is delivered)
- Subject leaders keep records of resources available to support teaching and learning in specific subject areas.

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:

- Meetings with subject leaders
- Visits to school. (themed weeks, lesson visits)
- Learning walks
- Reports presented at governors meetings by subject leaders
- Questionnaires completed by the children and reported back at governors meetings
- Headteacher reports on the development of key priorities

Subject leaders monitor the way their subject is taught throughout the school by undertaking:

- Book trawls

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- Planning scrutiny
- Lesson observations
- Learning walks
- Interviews with children

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

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report

This policy will be reviewed every three years by the full governing body.

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