

# Curriculum Policy

## Mablins Lane Community Primary School

*Learning together, learning for life.*



Approved by:

Date:

Last reviewed on:

Next review due by: [Date]

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# 1. 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
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- 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 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)
- 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 staff will ensure that the school curriculum is implemented in accordance with this policy.

A Curriculum Team manage each subject area and is led by a Curriculum Manager.

## **4. Organisation and planning**

- We deliver a creative curriculum developing cross-curricular links and local relevance where possible to make the learning experience more meaningful and holistic. Our curriculum facilitates progression. Children receive the coverage they are entitled to.
- We deliver a broad and enriched curriculum with many extra curricular activities, residential visits, day visits and we invite several visitors in to school as a committed community school. We also have several 'whole school' themed weeks throughout the school year with a special emphasis.
- In addition to the Core and Foundation subjects, Mabllins Lane also delivers the following (all areas have a separate policy)
- Sex and relationship education
- Spiritual, moral, social and cultural development
- British values
- Global awareness
- Short, medium and long-term planning expectations are developed by our teaching teams in addition to Action Plans created by Subject Lead teams
- Subject Lead teams and teaching teams manage storage of resources. Annual audits are made of existing resources and further resources are procured for effective delivery of teaching plans.
- 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.

## 6. Monitoring arrangements

Subject Lead teams, SLT and members of the Governing Body will monitor coverage and teaching of National Curriculum subjects and compliance with other statutory requirements through:

- learning walks, book scrutinies, peer coaching and lesson observations.

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

This policy will be reviewed annually by the Senior Management Team and the Governing Body.

## 7. Health and safety

The health and safety of all staff and pupils is of utmost importance, staff will:

- Observe recommended adult/pupil ratios
- Make risk assessments using Evolve
- Make individual risk assessments where necessary
- Be prepared to conduct dynamic risk assessments and identify possible hazards
- Refer to school Health and Safety Policy