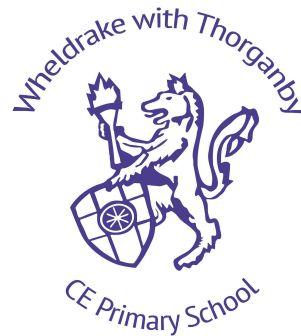


Wheldrake with Thorganby CE Primary School



Curriculum policy

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1. Curriculum intent

We aim for our children at Wheldrake with Thorganby CE Primary School to be **resilient, kind, aspirational, happy** and **healthy**. Our curriculum, alongside our core Christian values of faith, hope and love, provide opportunities for the children to achieve this and reach their full potential.

Alongside our core Christian values of faith, hope and love, our Bible quotes underpin everything we do. These are *Love your neighbour as yourselves* Matthew 22:39 and *Let us encourage one another* Hebrew 10:25. These, combined with our expectations that every member of the school community is ready, respectful and safe, help our children to be good members of society valuing both themselves and others.

We aim to celebrate the individuals within the community we serve. It is important to us that the children at our school appreciate their role in the community and understand their role in modern Britain today. We provide opportunities for the children to experience other cultures and locations, be these locally, nationally and internationally. We prioritise global understanding and how the children can look after the world for themselves and future generations.

Our intention is to nurture all children and adults to become lifelong learners, building a thirst for knowledge, encouraging excellence and fostering creativity through an engaging, exciting and empowering curriculum that equips them for today and tomorrow. We ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support

2. Legislation and guidance

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 we have 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](#).

This policy complies with our funding agreement and articles of association.

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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- 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

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
 - They manage requests to withdraw children from curriculum subjects, where appropriate
 - The school's procedures for assessment meet all legal requirements
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- 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. Key Stage leaders and subject leaders support teachers in ensuring the curriculum is planned and implemented.

4. Implementation

We follow the Department for Education's Early Years Foundation Stage Framework and National Curriculum for Key Stages 1 & 2. For detailed information of this curriculum, please see the Primary National Curriculum and the EYFS Framework. Details of each subject may be found in our school long term plans, subject policies and progressions. The class curriculum overviews can be found on the school website. The Reception class EYFS overview is annual, using Development Matters to support our school EYFS curriculum.

As an academy, we have designed our curriculum to incorporate the statutory guidance drawn up by the government. The National Curriculum structures the main objectives in the core subjects of English, Mathematics and Science. Each subject is led by an experienced middle leader, who oversees the teaching and learning within their area of focus. For the Foundation subjects (History, Geography, Art, Design Technology, Computing, Music, Languages and Physical Education) the subject leaders have designed a progression grid to detail the skills that must be achieved during the academic year.

Progression grids allow subject leaders to track progression of each subject across year groups ensuring key skills are taught and built upon over time. Progression grids also give teachers a sequence of skills (drawing upon the National Curriculum) to develop pupils' understanding of a subject and key objectives to assess against. Knowledge progression documents ensure a full coverage of the curriculum for subjects such as History and Geography.

At Wheldrake with Thorganby CE Primary School, reading and writing are a crucial part of our curriculum. All children from EYFS to Year 6 are provided with many opportunities to develop and apply their reading and writing skills in discrete lessons and across the curriculum. Phonics is taught using Twinkl Phonics. Ashley Booth is used to help with guided reading planning. Our writing structure throughout school is based upon an initial first hand experience or a stimulus, quality texts, vocabulary and skills.

Through our mastery approach to the teaching of maths, we aim to develop:

- A positive attitude towards maths and an awareness of the relevance of maths in the real world.
 - A process of enquiry and experiment.
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- An ability to solve problems and think logically in order to work systematically and accurately.
- An ability to work both independently and in cooperation with others.
- Competence and confidence in pupils' maths knowledge, concepts and skills.
- An appreciation of the creative aspects of maths and an awareness of its aesthetic appeal.

In science, we aim to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop an understanding of nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future
- Develop an understanding of scientific vocabulary and the ability to incorporate this into their scientific reasoning.

Some Foundation Subjects are taught discreetly and outside of the class topic. These include PE, RE, PSHE, and Languages.

All pupils are also required to study RE (Religious Education), this follows the Dioceses of Leeds and York Agreed Syllabus for Religious Education.

All pupils in Years 1-6 also receive two PE (Physical Education) lessons per week as their sports provision. In KS2, this includes swimming lessons in years 3 and 4. We have sports specialists supporting teaching and learning.

In Key Stage 2, children enjoy weekly language sessions using Language Angels. Spanish is taught in Years 3 -5. French is taught in Year 6 but from Sep 2024, Spanish will be taught throughout KS2.

We use the Jigsaw scheme to support our PSHE teaching and to deliver sex and relationship education.

Early Years Foundation Stage

In our Reception class, we follow a child led approach. Through observing and supporting the children at play, the adults are then able to plan lessons and enhance areas of provision to link to the children's current interests and next steps. English and Maths lessons are themed where possible around stories or relevant events or celebrations. Development Matters is used to track pupils progress and at the end of the year the children are assessed against the early learning goals.

British Values and Spiritual, Moral, Social and Cultural within the Curriculum

Interwoven into the curriculum are the principles behind British Values and SMSC. Through a range of assemblies we develop respect and tolerance and an understanding of a range of multicultural festivals. This is further developed through RE and PSHE lessons in every classroom. We have an active School Council. We reward and encourage positive behaviour and follow three simple rules: BE READY, BE RESPONSIBLE, BE SAFE

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 (and feedback to the MAT) whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum”, through:

- School visits to link class and as link subject leader
- Liaising with subject leaders
- Through headteacher reports and reports at the Curriculum and Standards Committee
- Meetings with the school council.
- Data review

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

- planning scrutinies
 - learning walks
 - book scrutinies
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- pupil voice

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

The MAT monitors outcomes and the new school improvement lead will monitor the curriculum.

This policy will be reviewed every two years by the headteacher. At every review, the policy will be shared with the full governing board.

7. Impact

One measure of the impact of our curriculum is the standards our children reach at the end of each age-phase as well as by the time they leave our school. Our children will have a broad and balanced curriculum. We believe that another vital impact that our curriculum can have is on our children and the community in which we serve. As a Church of England school, our Christian vision and values run through our curriculum, and equip the children for today and tomorrow and help them to become resilient, kind, aspirational, happy and healthy.

8. 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
 - Subject policies
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