



# Clanfield Junior School

## Policy for Curriculum

<b>Presented to Governing Body</b>	<b>June 2024</b>
<b>Date Adopted</b>	<b>June 2024</b>
<b>Next Review Date</b>	<b>May 2026</b>

## Curriculum aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Support pupils' spiritual, moral, social and cultural development
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support

These curriculum aims are underpinned by our school's Vision:

*For every child to feel safe, happy and grow both personally and academically through the strong relationships within our school community and beyond.*

Our school curriculum is also the vehicle with which we teach and model our school values. We ensure that both the content of the curriculum is diverse and inclusive to promote our values of kindness and respect. Our curriculum offers challenge for children to help them to develop our value of resilience and is both broad and balanced to ensure they stay curious.

## 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](#).

## Roles and responsibilities

### 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)
- 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

## **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

## **Subject Leaders**

We have a designated member(s) of staff responsible for each area of the curriculum. These are known as Subject Leaders. Subject Leaders are responsible for ensuring the coverage, progression and standards in their area across the school as well as supporting other members of staff with the delivery of their subject.

Our Leadership Team support subject leaders with the development of their subjects to ensure that the curriculum continues to meet the children's needs and respond to the school's context.

## **Organisation and planning**

The school's curriculum meets the statutory requirements as set out in the National Curriculum in England framework document. Curriculum maps within each curriculum area demonstrate this. The curriculum is comprised of core subjects (English, Maths and Science) and the foundation subjects (R.E, History, Geography, French, Computing, PSHE, MFL, Music, Art, Design and Technology and Physical Education).

The RE curriculum is set out in the Agreed Syllabus for religious education in Hampshire, the Isle of Wight, Portsmouth and Southampton: Living Difference IV. In addition to the National Curriculum and the agreed RE syllabus, the school also teaches PHSE and Relationship and Health Education which is set out in our 'SCARF' scheme for learning.

At Clanfield Junior School, we have designed our curriculum based on our children. Each subject has a long and medium term plan which sets out what will be taught and which concepts are key in moving learning forward. This is the 'core' knowledge that children are required to understand so that they can apply it to future learning.

Learners at Clanfield Junior School begin topics with a 'hook' which is a memorable experience, where they are invited to pose their own questions and considerations in order to fully engage with the new topic. This also provides an important opportunity to assess children's starting points and interests.

Throughout the unit of learning, pupils' knowledge and skills improve and they are provided with opportunities to develop and apply this. At the end of a unit of learning children's understanding is linked back to their starting points and achievements are assessed and celebrated.

Assemblies are an important part of our school curriculum as they both teach and reinforce ideas that are central to our curriculum including our school values and the British Values of Democracy, the Rule of Law, Respect, Tolerance and Individual Liberty.

Our curriculum is supported by continuing professional development for teachers and subject leaders as well as ensuring we have high quality resources to support the children's learning.

## **Teaching and Learning Principles**

The Teaching staff have developed their own set of Teaching and Learning principles which exemplify the approaches used in all classes to ensure that children are supported to acquire the core curriculum knowledge. These can be found at the end of this policy in Annex A.

## **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.

## **Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through meetings with school staff, attending trips and visits, sampling training materials and pupil voice through interviews and/or School Council meetings.

The Senior Leadership Team and Subject Leaders monitor the way their subject is taught throughout the school by:

- Work and planning scrutinies
- Pupil Voice
- Learning Walks
- Moderations

The Senior Leadership Team and Subject Leaders also have a responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years (or more frequently if deemed necessary) by the headteacher and the leadership team. At every review, the policy will be shared with the full governing board.

### **Links with other policies**

This policy links to the following policies and procedures:

- SEN policy and information report
- Equality information and objectives
- Relationships, Sex and Health Education Policy

## **Clanfield Teaching and Learning Principles**

### **Our aims for teaching and learning:**

- Be ambitious in our expectations of all pupils
- High quality, effective and inclusive teaching for all
- Appropriate and highly effective support tailored to meet the needs of all

### **These aims are underpinned by our teachers:**

- Having knowledge of the children
- Knowing what they are going to teach and how they are going to do it
- Knowing how they will assess – during the lesson as well as at the end
- Creating a supportive learning environment to be successful

### **These aims are underpinned by the following Key Principles:**

- Appropriate pitch and challenge for all
- Teaching the right stuff, in the right way, at the right time
- Progress for all children
- Driven by learning and based upon knowledge of what children can and can't do
- No wasted learning time
- No child overlooked/left behind
- High expectations for all – a 'no excuses' culture
- Supportive climate for learning and an understanding of non-academic barriers to learning
- Children are provided with appropriate strategies at appropriate times

### **What ingredients will each lesson or series of lessons have to be effective for all?**

- Sharing the meaning and purpose of the learning objective. Have it on display and refer to it using language children understand
- A quick 'hook' to engage (linked to or a recap of previous learning)
- Modelling - 'I do' – show them (including thinking aloud and silent modelling)
- 'We do' – supportive opportunity to practise together
- Assessment – 'they do' – how will you know what they have learnt and what will you do about it?
- Varied tasks and groupings to support all learners
- Independent time to work / feedback