

PRIMARY CURRICULUM POLICY

Furness Vale Primary and Nursery School

'This policy has been reviewed on 23/06/2021 and has been impact assessed in the light of all other school policies and the Equality Act 2010.'

DATE AGREED	REVIEWED ON	NEXT REVIEW	COMMITTEE	MINUTE NO	SIGNED
23/06/2021	23/06/2021	23/06/2022	Curriculum & Policies	21/17	K. Gill
23/06/2021	23/06/2021	23/06/2022	Curriculum & Policies	21/17	L. Shepley
23/06/2021	23/06/2021	23/06/2022	Curriculum & Policies	21/17	S. Atkins

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Statement of intent

At Furness Vale Primary and Nursery School, 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 outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

1. Curriculum intent

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

Curriculum intent

At Furness Vale Primary and Nursery School, 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 build resilience, confidence and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

Classroom-based learning: Accessing different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

A full list of the subjects available to our pupils can be found in [section 6](#) of this policy.

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

2. School ethos and aims

2.1. The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.

- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

2.2. Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

3. Legal framework

3.1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

3.2. This policy operates in conjunction with the following school policies:

- Homework Policy
- Assessment Policy
- Equal Opportunities Policy
- Extended Services Policy
- Relationships and Health Education Policy
- SEND Policy

4. Roles and responsibilities

4.1. The governing board is responsible for:

- Approving and monitoring the content of this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

4.2. The headteacher is responsible for:

- Devising long-term and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.

- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

4.3. Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

4.4. Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- 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.

4.5. The SENCO 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. Organisation and planning

5.1. The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

5.2. Each school day will be split into two sessions and pupils will receive at least one break (lunch).

5.3. In general, lessons will be separated into three core stages:

- **Introduction to the topic and thinking time** – this is the time where lesson objectives will be set.
- **A main teaching event** – this will vary day-to-day based on the teacher's plan.
- **Plenary** – this will summarise what pupils have learnt in the lesson and will address what will be covered in the next lesson.

5.4. Lessons will use a range of teaching techniques to appeal to different learning types, e.g. visual, audio and kinaesthetic.

5.5. The different learning techniques include:

- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using why and how questions.
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
- **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
- **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils' coordinate series of events.

- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.
- 5.6. Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.
 - 5.7. Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.
 - 5.8. A full list of subjects covered in school can be found in [section 6](#) of this policy.
 - 5.9. Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.
 - 5.10. Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with TAs and access to specialist resources and equipment where required.
 - 5.11. 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.
 - 5.12. Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.
 - 5.13. Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning.
 - 5.14. Any difficulties identified will be addressed at the outset of work.
 - 5.15. 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.

6. Subjects covered

- 6.1. The school will have due regard to the national curriculum at all times throughout the academic year.
- 6.2. The school will have due regard for the 'Statutory framework for the early years foundation stage'.
- 6.3. The school will ensure every pupil has access to the following core subjects:
 - English
 - Maths
 - Science

- RE
 - Relationships and health education
- 6.4. The school will ensure pupils also have access to the following foundation subjects:
- Art and design
 - ICT
 - Design and technology
 - Languages
 - Geography
 - History
 - Music
 - PE

7. Relationship and Health Education

- 7.1. Part of the national curriculum includes RHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.
- 7.2. Topics covered within these RHE are:
- **Antibullying**
 - **Celebrating different cultures**
 - **Environmental issues**
 - **Crime and punishment**
 - **British values**
- 7.3. All provisions made regarding RHE lessons will be made in line with the school's **RHE Policy**.

8. Reporting and assessment

- 8.1. Home learning will be set on a weekly basis in accordance with the school's Home Learning Policy.
- 8.2. Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.
- 8.3. Results of informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents.

- 8.4. Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents.
- 8.5. Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.
- 8.6. Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.
- 8.7. All reporting and assessments will be conducted in line with the school's Assessment Policy.

9. Equal opportunities

- 9.1. 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
- 9.2. 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.
- 9.3. 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.
- 9.4. The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

10. Supporting pupils with SEND

- 10.1. Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

- 10.2. Pupils with SEND will work with TAs in smaller groups, if appropriate, to work on topics covered in lesson to ensure they do not fall behind their peers.
- 10.3. Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.
- 10.4. The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.
- 10.5. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

11. Extra-curricular activities

- 11.1. The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.
- 11.2. Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.
- 11.3. All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

12. Monitoring and review

- 12.1. This policy is reviewed annually by the headteacher and the governing board.
- 12.2. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.
- 12.3. The scheduled review date for this policy is July 2022.