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**St. Giles' C of E (Aided) Infant School**

Dene Road, Ashted, KT21 1EA

# **Curriculum Policy**

## **“Loving God and Loving our Neighbour”**

Responsible Governor	Headteacher
Approved by the Governing Body	Autumn term 2022
Date of Next Review	Autumn term 2024
Headteacher signature	

## Contents

### Statement of principles

- This policy is rooted in our values of Love, Compassion, Respect, Forgiveness, Thankfulness, Courage and Friendship
- We demonstrate Love with the care with which we plan exciting and engaging learning experiences for the children and the respect with which we involve them as partners in developing the curriculum

### 1. Aims

**At St Giles' C of E (A) Infant School, 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
- Promote the learning and development of our children and ensure that they are ready for Key Stage 2
- Ensure the curriculum shows progression throughout EYFS and Key Stage One where pupils build on their skills and knowledge from previous years

### 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)
- 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 SEND

### **3.3 Other staff**

- Other staff will ensure that the school curriculum is implemented in accordance with this policy
- Subject leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews.
- Subject leaders produce annual action plans for their subjects, support the writing of medium term plans of class teachers, analyse the standards within their subject and provide or signpost staff towards training and resources
- Class teachers have the final responsibility to produce class specific medium and short term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. Class teachers should ask for guidance from subject leaders when appropriate.

## **4. Organisation and planning**

The curriculum provided for our pupils will cover the following National Curriculum subjects:

- English
  - Maths
  - RE (for which we follow the Guildford Diocesan agreed syllabus)
  - Science
  - Art and Design
  - Computing
  - Design Technology
  - Geography
  - History
  - PE
  - Music
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- We offer a project based curriculum, using 'Cornerstones' learning platform for Art, DT < Science, History and Geography; Jigsaw for PSHE; White Rose and NCTEM for Maths; Talk for Writing; Little Wandle for Phonics; Val Sabin for PE; Kapow for Music ; Guildford Diocesan planning for RE and National Centre for Computing.

- We recognise and promote the key importance of the core subjects and developing the pupils' expertise in reading, writing and maths. We aim to activate the pupils' learning in these subjects in innovative, creative and exciting ways. We firmly believe that this should be balanced within both the whole National Curriculum and the wider school curriculum.
- The curriculum should not fully prioritise Core subject learning at the expense of a broad and balanced curriculum or pupils' holistic development, but each should support and enhance other aspects.
- We use the 'Cornerstones' curriculum to inform planning in Science, History, Geography, Art and Design Technology. We launch each project with a hook into learning. This may be achieved through different ways such as a trip or visitor in school or an artefact. We start each topic with a 'wow' question to challenge and engage learners.
- Our curriculum suits the needs of all learners including and is adapted to meet individual needs. This may include bespoke, tailored curriculums for children with specific complex needs who may require a different curriculum
- Maths is taught as a stand alone subject and we use the Maths Mastery approach. See Maths policy for further details
- English is sometimes taught as a stand alone subject, however where links with other subjects can be made, then it is taught through a cross curricular approach. See English policy for further details. Teachers also use the 'Talk For Writing' teaching framework to support their planning of English lessons.
- We use the 'Jigsaw' scheme of work for our PSHE education, which includes Relationships and Sex Education
- We use the Val Sabin planning resource to support PE lessons
- In EYFS, we use iLearn2 to support Computing lessons. In Key Stage One, we follow the 'Teach Computing' curriculum
- Music lessons are taught by the music subject leader and are based on the 'Kapow' scheme of learning
- Our British Values are promoted through the use of our resource 'Picture News'.
- Spiritual, moral, social and cultural development is an integral part of our curriculum.
- We have a curriculum overview for our themes for each year group. Teachers use medium term plans to support Short, medium and long-term planning expectations

See our EYFS policy for information on how our early years curriculum is delivered.

### **Spiritual, Moral, Social and Cultural**

There are numerous opportunities for supporting the pupils' SMSC development through all areas of the curriculum.

Spiritual development is promoted through RE sessions, Collective Worship and our 'Pause Days'.

Moral development is promoted through class Circle Times, discussions, and collective worship opportunities.

Social development is promoted through a wide range of collaborative learning experiences and opportunities for play, PSHE, Pupil Voice opportunities, School Council, Faith Council and community events.

Cultural development is promoted through collective worship, RE, PSHE and themed weeks such as our 'International Week'.

## **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 SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND 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 SENS policy and information report.

## **6. Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Learning walks
- Conversations with pupils
- Discussions with subject leaders and Headteacher

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

- Learning walks
- Book scrutiny
- Pupil voice
- Data analysis

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

This policy will be reviewed annually by the Headteacher and the Curriculum and Learning Committee. At every review, the policy will be shared with the full governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- Teaching and learning policy
- Subject area policies
- EYFS policy
- Assessment policy
- SEND policy
- Equality information and objectives
- Relationships and Sex Education
- Individual Subject policies
- Spiritual, Moral, Social and Cultural policy
- RE policy
- Pupil Premium policy
- Marking and feedback policy
- Behaviour policy