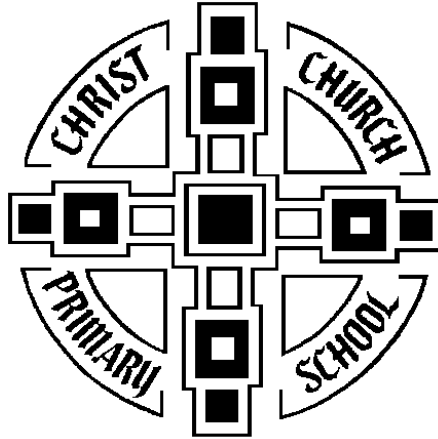


Curriculum Policy

Christ Church C of E (C) Primary



Our Vision: 'Our Christ Church community is underpinned by a strong shared ethos of high expectations, enthusiasm for challenge and our Christian values. Our values are the foundation of our engaging, sequential curriculum; enabling all children to thrive. Our strong links with our Church and community help to build resilient learners who are well-equipped to contribute to society.'

Our Unique Curriculum: At Christ Church C of E Primary School we follow a Big Question curriculum. We use this because we know our pupils thrive on finding out information and developing their understanding in all areas of learning. Our unique curriculum is underpinned by the skills within the National Curriculum to ensure that all children leave our primary school setting as well-rounded, knowledgeable, inquisitive individuals. Subject leaders have an overarching understanding of the skills which need to be taught within their subject across all year groups. These have been carefully mapped out so that there is a clear progression of skills. Subject leaders have developed knowledge organisers to support planning and to inform parents/carers of the learning across school. We ensure that every aspect of the curriculum is carefully planned, and where appropriate children's learning is adapted and scaffolded so as to ensure that every child within our school can reach their full potential. Subject PowerPoints are used consistently to recall prior learning across all non-core subjects.

Last reviewed: September 2023

Next review due by: September 2024

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1. Curriculum Aims

Our curriculum intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced; ensuring children gain knowledge and skills for future learning and employment
- 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, building resilient learners.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children; ensuring they are ready for Key Stage expectations.
- To ensure that children are supported in being able to practice and recall key skills across all areas of the curriculum.

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

The Governing Body

The governors will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The governors 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
- Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN), by teachers scaffolding the learning appropriately for them so they are able to access all areas of the curriculum
- The school implements the relevant statutory assessment arrangements

The Head Teacher

The Head teacher 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 body
- The school's procedures for assessment meet all legal requirements
- The governing body has an understanding of the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
- Provision is in place for pupils with different abilities and needs, including children with SEN

The Deputy Head Teacher

The Deputy Head Teacher will:

- Lead and develop our Big Question curriculum, ensuring its success across school and that there is an engagement in the learning.
- Effectively communicate to parents/carers/governors about our Big Question curriculum so that they support it and are engaged in it.
- Work closely with subject leaders to ensure that they have a full understanding of their subject (progress and attainment), they are able to clearly show skills progression, they have evidence of where skills are being covered in each year group meeting the National Curriculum requirements and that they have clear evidence of the progress being made.
- Have an overarching vision and drive of Maths and English across school
- Work closely alongside the Maths, English (Reading and Writing leaders) and Phonics leaders, ensuring that they are meeting their targets through support and guidance, and that the profile of Maths and English is strong in school.
- Ensure that a love of all subjects is clearly evident in school and in all year groups.
- Ensure that standards in all National Curriculum subjects remain high, meeting the requirements of the National Curriculum.

- › Ensure that all children's needs across school are met in all subjects with teachers adapting, and/or scaffolding the learning.
- › Alongside SLT, in particular the AHT for Teaching and Learning and AHT for Inclusion, monitor standards in books, including adapting of learning, scaffolding, marking and feedback, content and challenge.
- › Alongside SLT, in particular the AHT for Teaching and Learning and AHT for Inclusion, monitor planning: Long, medium and weekly to ensure high standards in teaching and learning and that National Curriculum requirements are met.

Curriculum Group Leaders

Curriculum Group Leaders will:

- › Lead a group of subject leaders; supporting them in their role and providing opportunities for a professional dialogue amongst colleagues.
- › Ensure that the profile of all subjects remains high across school.
- › Alongside SLT monitor standards in books, including adapting of learning, scaffolding, marking and feedback, content and challenge.
- › Lead half termly meetings; ensuring there is a clear overview and understanding of priorities within their curriculum group.

4. Subject Leadership

All subject leaders will:

- › Review long term and medium-term planning to ensure skill coverage and progress in learning.
- › Work with the Deputy Head and Curriculum Group Leaders to ensure that the: intent, implementation and impact is clear in this subject, in what teachers have planned, what they are teaching and the learning outcome.
- › Work with the Deputy Head and Curriculum Group Leaders to drive forward the strategic direction and development of the subject.
- › Monitor staff teaching this subject (through book reviews, lesson drops in and pupil voice).
- › Renew their subject profile page which is evidenced on our school website
- › Develop a portfolio containing evidence of their subject across the school.
- › Monitor the progress in the subject across school.
- › Collaborate, where appropriate, with other subject leaders to provide exciting, inspiring opportunities for learning throughout the year.
- › Have a clear and shared understanding of how the subject contributes to pupils' spiritual, moral, cultural, mental and physical development; preparing pupils for opportunities, responsibilities and experiences in adult life.

5. Organisation and planning

At Christ Church Primary School we use a Big Question curriculum approach

Year groups plan 6 big questions across the academic year, with a new big question being introduced at the beginning of every half term. Each big question has a curriculum content document (medium term planning), where class teachers document the skills that will be taught across all subject during that half term and what this will look like in the classroom. This is then displayed on the school website to ensure that parents/carers are

informed of the learning taking place in their child's classroom. Class teachers carefully plan a progression of teaching which allows children to explore their big question, building skills and knowledge in a coherent and meaningful way.

Coverage of National Curriculum skills are carefully recorded to ensure all children receive a comprehensive, broad and balanced education.

Building knowledge alongside skills is key during our big question learning sequence.

Subject leaders have created knowledge organisers; supporting the planning of lessons and informing parents/carers about their child's learning. These knowledge organisers are on the relevant year group pages of our school website.

Class teachers share specific PowerPoints for all non-core subjects so as to support children in recalling prior knowledge.

Class teachers highlight National Curriculum skills documents mapped out across the terms to ensure progression and coverage. Planning for each of these skills can be accessed in more depth through teacher's weekly planning. These show the learning objective and steps to success of different ability groups for each lesson.

Subject leaders know resources that are needed across the year and can either direct staff to where they are kept or request an order from senior leaders in school.

Each non-core subject has a one-page profile, outlining how the subject is taught at Christ Church. In addition to this there are subject policies for Maths, English (including Phonics) and Science. We have separate policies for RE, RSE, SMSC and British values for information on how these subjects are covered through our broad and balanced curriculum. Our EYFS policy provides information on how our Early Years Curriculum is delivered.

6. Inclusion

At Christ Church, we are committed to providing a fun, stimulating, broad and balanced curriculum to ensure the best possible progress for all of our pupils. Each pupil at Christ Church is valued and supported, whatever their needs or abilities. We encourage our pupils to be aspirational, to strive for success and to make progress against their previous achievements. Our aim is for every pupil to leave Christ Church as happy, skilled learners, with a desire to continue learning and be successful in future life. We utilise the expertise and experience of our staff to secure special educational provision for pupils who require support that is 'additional to and different from' that provided within our adapted and scaffolded curriculum. Every teacher is a teacher of every child and young person, including those with SEN.

At Christ Church we aim:

- to be as inclusive as possible
- to make reasonable adjustments for those with a disability by ensuring increased access to all areas of the curriculum
- to meet the needs of pupils with Special Educational Needs wherever possible in a mainstream setting, and regardless of their specific needs, by carefully scaffolding their learning so that they are able to make the best possible progress in school
- to identify at the earliest point any Special Educational Needs and make effective provision
- to reduce barriers to learning and progress.

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.

7. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through governor meetings, presentations by curriculum group leaders, subject leaders, school visits, governor showcase evenings and pupil voice.

Subject leaders and curriculum group leaders monitor the way their subject/s are taught throughout the school by looking at planning, carrying out learning walks, book reviews and pupil voice. They also have responsibility for monitoring the way in which resources are stored and managed.