



# Curriculum Policy

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# Curriculum Policy

## Vision

Our vision is to create extraordinary learning, for all of our children to be proud of their achievements, develop resilience and grow as learners so that they can discover their place in the world, where their possibilities are endless!



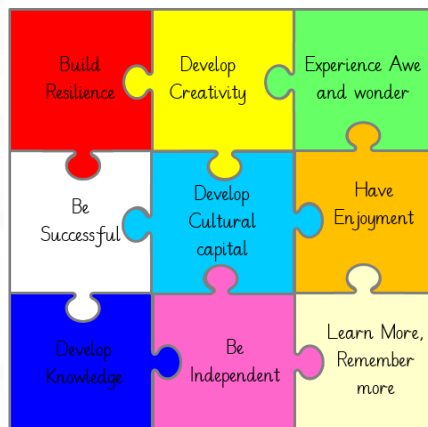
## Curriculum Intent

At Manor Primary School our curriculum is designed to develop inquisitive, independent thinkers with a love of learning. We understand that the curriculum, both within taught lessons and beyond them, should create an environment where questioning, academic risk-taking, divergent thinking and the freedom to learn from mistakes are all encouraged. Our intent is that our curriculum will develop in our students these qualities: responsibility, independence and a sense that learning can excite and invigorate throughout life.

Our curriculum is seen in its widest sense as the entire planned learning experience. This includes formal lessons as well as events, routines, and learning that take place outside the classroom. We aim 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
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- 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

Our curriculum is designed to allow each pupil to:



Exceptionality

Collaboration

Integrity

Respect

## Curriculum Design:

Our curriculum is designed around a series of principles that reflect our school's values, pedagogical approaches and needs, which clarify the vision of our curriculum.

- **Rigorous** – Disciplinary knowledge as well as substantive knowledge
  - **Focused** – Teaches the most important knowledge and key concepts
  - **Sequenced** – Carefully sequenced concepts
  - **Coherent** – Explicit connections between subjects, units of work and experiences
  - **Appropriate** – Matches challenge to learner's knowledge
- ★ We teach discreet subjects with an aim of preserving the unique nature of each subject and allowing children to gain a better understanding of each subject discipline, making connections where they are appropriate.

We give a great deal of thought to the difference between substantive and disciplinary knowledge. We understand that there is more to a subject than the information, facts and concepts that are taught and learned. These things are **substantive knowledge**. **Disciplinary knowledge** focuses on what it is that historians, geographers, scientists, French speakers or programmers actually do in order to preserve the discipline in each subject and make it about more than substantive knowledge.

Our curriculum supports schema development. We have established key concepts in each subject area and have carefully considered how they interconnect with other subjects. These are broken down into smaller component parts: the knowledge and skills objectives that provide the building blocks for learning. These are carefully sequenced, revisited and built upon through curriculum from EYFS to Year 6.

Our curriculum enables each child to:

- achieve the best possible academic outcomes, whatever their starting point or ability and support them in achieving their goals
- have high levels of engagement, enjoyment and personal development
- access a broad and balanced education for each pupil, that allows a high level of personalisation that plays to their strengths and develop specialisms
- develop existing and new interests and achieve their personal best in all that they do
- develop independent learning skills and resilience, to equip them for their future education and employment

Our curriculum provides a broad and balanced education which allows students to become:

- ✚ **Successful learners** who enjoy learning, make rapid and sustained progress and achieve their very best in all they do.
- ✚ **Confident individuals** who are able to live safe, healthy and fulfilling lives;
- ✚ **Responsible citizens** who can make a positive contribution to society

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## Our School Core Values

Our school curriculum is underpinned by the values that we hold dear at our school.



At Manor Primary School we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment.

- Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

## Curriculum Implementation

Manor Primary School is committed to providing an ambitious curriculum and at least meeting the requirements of the primary National Curriculum.

Our schemes of work reflect the content and challenge of the curriculum. Our aim is to offer a broad, balanced, rich and vibrant curriculum that provides challenging pathways to achievement for all learners and leads to outstanding curriculum provision.

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The curriculum will be taught with the consideration of the needs of all learners. Our curriculum will be exciting and will inspire children to nurture a passion for learning.

We deliver all National Curriculum subjects: English, Mathematics, Science, Computing, Physical Education, Personal, Social, Health and Citizenship Education (PSHCE), Art & Design, Design & Technology, Modern Foreign Languages (Keystage 2) French, Religious Education, Music

The curriculum is all the planned learning opportunities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Our curriculum promotes British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

### Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. We have established our own medium term planning for English and Maths and all the foundation curriculum subjects. Subject Leaders have devise our schemes of work for all our curriculum, in conjunction with colleagues who form a working party, and have taken into consideration the interests and needs of our pupils.

Our short-term plans are those that our teachers write on a weekly. We use these to set out the learning objectives for each session, to identify what resources and the learning opportunities we are going to use in the lesson and the success criteria for the learning opportunities.

In the Foundation Stage we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the foundation stage curriculum and early learning goals, and there is planned progression in all curriculum areas.

Our early Years Curriculum has been developed using the Statutory Framework for the Early Years Foundation Stage and the Practice Guidance for the Early Years Foundation Stage. Our school fully supports

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the principle that young children learn through play, and by engaging in well-planned structured learning opportunities. Teaching in the nursery and reception builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area. Our curriculum content for Early Years (Nursery and Reception) is outlined in our Early Years Policy in detail.

At Key Stage 1 and 2 the curriculum at our school places a greater emphasis on the core and foundation subjects, and we teach these subjects separately. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

## 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 body 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
- 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)

### 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
- The governing body 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

## All other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

## Our Children's Curriculum Charter

Our children are entitled to a world class curriculum which enables them to:

- ✚ Feel successful in their learning and reach their full potential
- ✚ Enjoy learning and experience awe and wonder through the curriculum that is provided
- ✚ Have a voice, be heard and have the flexibility to decide what they are going to learn and how
- ✚ Have the chance to learn about Britain's cultural heritage and about the world in which they live
- ✚ To develop their creativity, critical thinking, to be independent and learn from one another
- ✚ Learn in different ways, both inside and outside the classroom, inside and outside of school
- ✚ Understand and value the importance of truth, fairness, right and wrong
- ✚ Be recognised for their achievements which support them in being the adults of tomorrow

## Inclusion

At Manor Primary, we believe that all children are entitled to a broad, balanced and relevant curriculum through which we support children with additional needs. We encourage all of our children to achieve their full potential and to be fully involved in both the social and academic life of the school. Educational experiences are provided that take into account the individual needs of our children.

When planning for teaching and learning we take into account the wide range of abilities of our children. 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 ensure 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. Where necessary children are identified as having additional needs and placed on the school SEND register. These children are then assessed individually and individual education plans are created. Extra support is given and the curriculum is differentiated to meet their individual needs, whilst ensuring access to a full and varied curriculum along with their peers.

Reasonable adjustments will be made to that every SEND child can fully access the curriculum.

Teachers will also take account of the needs of pupils whose first language is not English.



## Equality Statement

At Manor Primary School we welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination.
- Fostering good relationships.
- Advancing equality of opportunity.

## Curriculum Impact

At Manor Primary School, through our rich and broad curriculum we are enabling children to gain the knowledge, skills and understanding they need for their future. Each of our children is individual and unique and each has a potential that we need to unlock. Our school motto is 'Find your wings and fly' and through our curriculum we enable this to happen.

Our curriculum design will lead to outstanding progress for all pupils, regardless of their starting points, over time. Planned learning will progressively build on prior knowledge and understanding and support children in producing outcomes of the highest quality.

We will ensure that the curriculum is regularly monitored and reviewed. Senior leaders, middle leaders, subject leaders and our children will review individual subjects. The learning and outcomes will be monitored and feedback will be given around what is going well and what are the ways to grow.

Our teacher assessment framework - building blocks - will be used by the children and staff to reflect on the progress that is being made over time. Senior Leaders will evaluate progress that has been made and the impact of the curriculum to ensure all pupils, including the most disadvantaged and pupils with SEND have been given the knowledge and cultural capital they need to succeed in life.

The quality of education will be evaluated to ensure that it enables children to achieve the highest standards and supports them in being confident, resilient, self-motivated independent learners with the skills to be a lifelong learner.

**This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following:**

Manor Primary Outstanding Teaching and Learning Handbook

Marking and Feedback Policy

Assessment Policy

SEND Policy

Equal Opportunities Policy

Health and Safety Policy

## Review

This policy will be reviewed annually by staff and governors

The Governors may however review the policy earlier than this if Government introduce new regulations or if the Governing Body receive recommendations about how the policy may be improved.