**Curriculum Policy**

**Blakehill Primary School**



# Together We Can





**Headteacher/ SLT**

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| **Headteacher**  | **Chair of Governors**  | **Review Dates**  |
|  |  | Last Review: September 2025 |
|  Lisa Keighley  |  Philip Cavalier-Lumley  | Next Review: September 2028  |

**Policy**

*At Blakehill Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2012 framework in Reception. Our rigorous, well-planned curriculum, combined with high quality teaching, ensures that children are supported to be well-rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.*

**1. Our Curriculum Aims**

At Blakehill Primary School, we aim to offer a broad and balanced curriculum that enables all pupils to:

* Know that they come first in all that we think/do at Blakehill
* Achieve academic excellence across the curriculum
* Thrive
* Believe that they CAN
* Be the very best that they can be
* Enjoy and excel in their learning
* Have respect for themselves and for others
* Try their best
* Have their work, effort and achievements valued and celebrated
* Promote and believe in the ‘Together We Can’ school ethos
* Have access to a broad and balanced curriculum
* Have access to a wide range of enrichment activities
* Develop relevant knowledge and skills to be successful now and in the future
* Embrace an ethos where spiritual, moral, social and cultural development is central
* Support 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
* Feel successful in their learning; have high self esteem
* Be creative, independent learners
* Be given significant time to learn new skills and have time to practise those skills
* Have the flexibility to decide how best to learn in different situations
* Become successful lifelong learners
* Be able to evaluate and assess their own learning and know what to do to improve further
* Develop their critical thinking
* Embed what they have learned

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study,](https://www.gov.uk/government/collections/national-curriculum) 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](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and [Equality Act 2010,](http://www.legislation.gov.uk/ukpga/2010/15/part/6/chapter/1) and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook.](https://www.gov.uk/government/publications/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.](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf)

## 3. Roles and responsibilities

### 3.1 The Governing Body

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 (SEND)

The school implements the relevant statutory assessment arrangements

It participates actively in decision-making about the breadth and balance of the curriculum

### 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 body

 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 body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum

The governing body 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

### 3.3 Curriculum Leader

 The curriculum leader has responsibility for the overall organisation and implementation of the curriculum. They monitor provision and progression of skills and knowledge, ensuring that all pupils are taught the full requirements of the National Curriculum. All lessons have appropriate learning objectives and outcomes, allowing pupils the opportunity to develop, embed and extend the knowledge and skills appropriate to discreet subject areas. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that excellence and enjoyment underpin Blakehill’s curriculum development.

### 3.4 Subject Leaders

Subject leaders have responsibility for the day to day organisation of their subject. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives for their subject area. It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. Where appropriate, a team or pair of teachers will share responsibility for a subject area or indeed for the cross-subject implementation of the thematic weeks. The role of the subject leader is to:

* provide a strategic lead and direction for the subject;
* support and offer advice to colleagues on issues related to the subject;
* support staff development and improve the quality of teaching and learning over time;
* monitor pupil progress in that subject area by working alongside colleagues, pupil work scrutiny , pupil interviews, lesson observations and planning scrutiny;
* monitor and evaluate teacher’s planning and teaching;
* keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and updates
* to liaise with appropriate bodies e.g. other schools, governors, the LA etc. about matters relating to their subjects
* provide efficient resource management for the subject.

### 3.3 Teaching assistants and additional teaching staff

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

## 4. Organisation and planning (Implementation)

Our children are at the heart of everything we think and do at Blakehill. We talk to our children regularly and listen to their comments and feedback. This is an integral part of our monitoring and helps us to make decisions to ensure that our pupils get a great deal.

To embed a Curriculum that is meaningful, engaging and allows our pupils to achieve, enjoy and excel, subjects are taught discreetly at Blakehill. In addition, staff work hard to plan and implement activities that allow our pupils to use their knowledge and skills in a wider context, applying their learning to a wider range of thematic curriculum tasks/projects.

We adopt an approach to whole school learning that, wherever possible, makes links to other subjects. This allows pupils the opportunity to contextualize and deepen learning.

Evidence of discreet subject and cross curricular learning is very strong in our classrooms and corridors, the school website and pupil books. The school is proud of its rich curriculum.

Some subjects are taught by subject specialist teachers. These include: PE, MFL, ART and Music. All other subjects are taught by class teachers. Long and medium term plans and schemes of work identify what and when is taught. Half term curriculum plans are sent to parents at the beginning of each half term.

Leaders are committed to providing a Curriculum that meets the needs of all pupils at Blakehill. The Curriculum implementation is reviewed annually by all staff to ensure we are providing opportunities that meet the needs of all of our pupils. Leaders promote internal and external validation of a curriculum that impacts effectively on pupil outcomes by regularly commissioning curriculum audits and reviews and via the implementation of a robust schedule of internal monitoring.

Leaders are committed to investing in subject leadership. Typically, there are two subject leaders per subject who are given the time, support and resources needed to lead their subject effectively. A proportion of all staff meetings are dedicated to subject/curriculum leadership. This allows staff, including SLT the opportunity to work together to further impact on subject development. An annual schedule of CPD is implemented and provides specific professional development based on the needs of all staff.

It is the responsibility of leaders at all levels to ensure that there is a rich, broad and balanced curriculum. Robust monitoring at all levels allows staff to continuously review the impact of our curriculum in our drive for academic curriculum excellence.

Staff responsible for a subject area are required to present to the Curriculum Committee of our Governing Body annually. An annual subject report is presented to SLT.

### Homework

 Homework is given in line with our school policy. Homework can be in paper format, as a project based learning task and as parent/child home based learning (eg home reading,). Homework can also be online.

**Enhanced Provision**

We aim to enrich our pupils’ lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events etc). Information about these can be found via the school website in the Curriculum and class domains, the school’s Facebook site updates and via the school long, medium and short term planning overviews.

The school implements an annual assembly schedule that aims to enhance the spiritual, moral, social and cultural development that exists in school. British values themes, equality and relationships are addressed in assemblies and is strongly embedded in our school ethos.

Educational visits, residentials and visitors are an extremely important aspect of curriculum provision. Pupils are provided with a wealth of opportunities to engage and participate in first hand learning opportunities across the curriculum to deepen their understanding and make their learning more meaningful.

## 5. Impact

School is committed to providing high quality education in all areas of the Curriculum.

Children at Blakehill achieve well across the curriculum, developing detailed knowledge and skills that allow them to enjoy and excel. Learning activities are enriched with first-hand experiences such as educational visits, practical tasks and stimulating resources that help our pupils to consolidate and ‘connect’ their learning. A wide range of subjects are taught, providing pupils with broad and balanced curricular opportunities where expectations for excellence is equal across all subjects.

The organisation and content of our Curriculum promotes continuity and progression and allows pupils opportunities to revisit and reuse their knowledge and skills as part of their learning journey.

School leaders and staff, review our Curriculum design, delivery and outcomes annually to ensure that we are providing the very best deal for our children

## 6. Communication to Parents

Communication with our parents’ about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

* Formal reporting to parents four times a year including: 2x parent consultation evenings, 2x written midpoint review report and a full end of year report are opportunities for school to share information on progress, attainment, behaviour and effort
* School website and year group/class pages inform parents what has been happening in the wider curriculum. The school online calendar is updated regularly and details specific events/activities as these happen
* The school’s Facebook feed informs parents instantly of whole school or enhanced activities that are taking place.
* Newsletters – these are sent out every two weeks with information about what is happening/happened in school within this period
* ParentMail/ Emails and Marvellous Me and social media notifications are used to keep parents informed about upcoming events.

 Teachers are of course also available at the start and end of each day for any necessary communications. Teachers regularly use email to communicate with parents and the school office is another port of call.

## 7. Inclusion

Teachers at Blakehill 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.

## 8. Monitoring and Review

This policy is reviewed every three years to ensure that it stays relevant and reflects the needs of the both staff and children.

 **9. Distribution**

This policy will be available on the school website and from the School Business Manager.

##  10. Contacts

Please contact a member of the Governing body or the Headteacher if you require support or guidance on this policy.

##  11. Cross Referencing

This policy refers to the following other school policies :

* Marking and Feedback Policy
* Assessment Policy
* Homework Policy
* Teaching and Learning
* Equality Policy
* SEND

**12. Appendices**

Expectations for a Blakehill Lesson

Expectations for Classroom Environment

Expectations for pupil books

Expectations for Curriculum