

Curriculum Policy

Meare Village Primary School

At Meare Village Primary School we promote a safe, happy caring family atmosphere whilst delivering a broad and varied curriculum. The curriculum denotes all the planned activities that we 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 to enrich the experiences of the children in our care. It also includes the 'hidden curriculum', or rather, what the children learn from the way they are treated and how they are expected to behave. The outdoor environment and the local community are considered an opportunity for active learning for all our pupils. The school grounds have been developed so they can enrich different curriculum areas.

We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.



Approved by:	Headteacher	1. Date: December 2021
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1. Curriculum aims

Our curriculum aims/intends 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' 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 for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- › Equip pupils with the knowledge and cultural capital they need to succeed in life
- › Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

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 SEN

3.3 Other staff

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

Key curriculum areas and lead teachers:

- ⇒ English & Reading: Kate Noel
- ⇒ Maths & RE: Bridget Taylor
- ⇒ Science & PE: Hannah Stevens
- ⇒ Art and Design: Melissa Dare
- ⇒ Computing & Music: Andrew North
- ⇒ Geography: Melissa Dare
- ⇒ History & PSHE: Jan Fellows
- ⇒ MFL: Kate Noel

4. Organisation and planning

Learning Quests sit at the centre of our curriculum and are a means of pulling together all aspects of children's learning. In each term, these quests are linked to several high-quality texts of fiction or non-fiction. Reading is at the heart of every subject in our school and our Reading Spine ensures that whatever the subject, children encounter stories which help them to create narratives that assist their learning.

Our two-year curriculum map, designed and written by our teaching team, indicates which subjects are taught in each term. Over each academic year, children experience the full range of National Curriculum subjects. The planning for and organisation of our curriculum allows for a more creative and cross curricular approach to learning: encouraging children to apply skills in a variety of ways. Termly, medium term plans, which link

explicitly to quality texts, are created by class teachers. These are shared with parents and displayed in school.

It is important to us that our curriculum for Key Stage 1 builds on the child-initiated ethos of the Early Years Foundation Stage principles. Pupils should be active partners in developing the curriculum. Under the umbrella of our Learning Quests, children's questions, interests and ideas are used to develop and enhance planned learning experiences.

Across both Key Stages, a wide variety of teaching and learning approaches and styles are used to promote pupil engagement with the curriculum. Staff regularly employ a range of high-quality resources to encourage independent learning and inspire pupils. Visits and trips, as well as visitors to the school, enable the children in our small, rural school to experience the wider world.

The use of the whole school environment is a fundamental part of our school ethos and is also used regularly to enrich the curriculum. This includes once monthly whole class Muddy Mondays which are jointly delivered by teaching staff and a Forest School provider.

Spiritual, Moral, Social and Cultural

Many opportunities are planned to support the children's SMSC development through all areas of the curriculum. The books and stories at the heart of our curriculum enable our children to see themselves as if through a mirror and to experience other cultures and religions. Spiritual development is promoted through RE lessons, which follow the Somerset Awareness, Mystery & Values curriculum. Children also experience a range of Collective Worship, and we make frequent use of our two local churches to celebrate key festivals.

Moral development is at the heart of everything we do at our school. The school uses the JIGSAW curriculum, which provides 'a comprehensive Programme for Primary PSHE including statutory Relationships and Health Education, in a spiral, progressive and fully planned scheme of work, giving children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.' The JIGSAW curriculum has a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. Our lessons also include mindfulness allowing children to advance their emotional awareness, concentration and focus.

British Values such as democracy, rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs are also taught throughout the school using the JIGSAW scheme.

Maths – We follow the White Rose Maths curriculum and use a range of other resources to support children's learning including: Master the Curriculum (KS2); Busy Ants; TTRockstars; Numbots (KS1) and Mastering Number in KS1

Reading – Read Write Inc phonics in KS1 (and for some KS2 children); Fresh Start (phonics for KS2 children); Accelerated Reader (from Y1 to Y6); Vocabulary Ninja; VIPERS reading comprehension stems

Writing – The Write Stuff: experience days include drama activities, visits, visitors and virtual events. Children are taught the process of writing in highly teacher-modelled sentence stacking lessons before moving on to independent writing.

Science – Developing Experts

Geography - To support the teaching and learning of Geography we use Oddizzi, an e-learning resource and community that immerses children in the real world. The content shared allows the children to build a solid understanding of people, places and cultures of the world whilst developing their skills of enquiry, dialogue and digital citizenship.

Computing - We base our computing curriculum around the DfE's NCCE scheme, ensuring full coverage of the 2014 computing curriculum. Initially set up to support learning during lock-down, Google Classroom (with the variety of apps it incorporates) has become an integral part of computing at Meare. We also use apps such as Scratch, Tinkercad and Code.org, and hardware such as Bee-bots and BBC micro:bits.

Music - As well as using physical instruments (tuned and un-tuned), children compose music using Chromebooks and laptops, using apps such as Chrome Music Lab, Onlinesequencer, and Tonematrix. These tools give children the opportunity to share, collaborate, and improve on their work. All KS2 children learn to perform from notation using glockenspiels, xylophones, keyboards, and their voices.

DT – Our DT curriculum is supported through the use of Tinkercad – a computer aided design app that enables children to build 3D computer models and print them using the school's 3D printer.

Early Years Foundation Stage

As children start school our aim is to provide an atmosphere where they will soon feel confident, valued and secure. Reception children follow the Early Years Foundation Stage Curriculum (0-5 years) which is based around three prime areas of learning: communication and language; physical development; personal, social and emotional development, and four specific areas of learning which include literacy; mathematics; understanding the world; and expressive arts and design. These areas of learning link directly into the primary curriculum and provide an excellent foundation and smooth transition into Year One.

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 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.

6. Monitoring arrangements

The Head Teacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken in partnership with Subject Leaders. These tasks will link into a programme of monitoring, the School Improvement Plan priorities and actions, as well as performance management of teaching staff. The Head Teacher will report their findings through regular reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Subject Leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through learning walks, data analysis, book scrutinies and pupil interviews. They will provide feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement.

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

This policy will be reviewed every two years by the SLT. 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:

- EYFS policy
- SEN policy and information report
- Equality information and objectives
- Relationships