



Muschamp Primary School

Curriculum Policy

Introduction

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development for all children. It includes not only the formal requirements of the National Curriculum but also includes the 'hidden curriculum' - what the children learn from the way they are treated and expected to behave. We aim to teach the children how to grow into positive, responsible people who can work and co-operate with others while developing knowledge and skills so they can achieve their true potential. Wellbeing at Muschamp is at the heart of what we do. We strive to promote and support positive mental health and wellbeing for all our staff, pupils, parents and stakeholders. We understand that the needs and demands within a school community are ever changing; however, we are committed to responding to these to ensure that we are always offering the best support for all. We strive to build wellbeing into our curriculum, through making links and encouraging risk taking and developing confidence.

Intent

The aims of the curriculum are to enable children to:

- feel safe and valued as part of a caring community that celebrates success;
- be independent thinkers/learners who are able to seek solutions creatively and cooperatively;
- develop an enquiring mind and be able to ask questions;
- be confident enough to take risks in their learning;
- be able to listen and articulate responses showing consideration to others;
- be polite and courteous;
- understand and respect diversity;
- be aware of and recognise their own learning needs and be involved in planning future steps;
- develop self-esteem;
- be well balanced and healthy individuals;
- develop moral sensibility;
- be proactive in their responsibilities towards the community, society, the environment and economy, linking 'real life' with their learning.

The Implementation of the Curriculum

Our yearly overviews indicate which subjects/topics are being taught to which year group. Over each academic year each child has the opportunity to experience the full range of National curriculum subjects. Generally the curriculum is taught through discrete subjects teaching however there are occasions when different curriculum subjects overlap and these

are taught together for a more creative and cross curricular approach to learning which encourages children to apply knowledge and skills in a variety of ways.

Medium term or topic plans are written to ensure coverage of all subjects. They include learning intentions and activities. Short term plans detail all work to be covered; the learning objectives, the differentiation and what the pupil outcomes will be.

The children are usually taught with their year groups with some children being withdrawn for small group support. Setting takes place for Maths and (Years 2 -6) and English (years 6) enabling the teaching to be more focussed.

The curriculum does not prioritise Core subject learning at the expense of a broad and balanced curriculum; each should support and enhance the other aspects.

Schemes of work are planned using the framework of the National Curriculum with P.E , P.S.H.E and R.E. following published schemes of work.

Inclusion

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. Teachers set high expectations for every child and use appropriate assessment to set targets.

We comply with the requirements set out in the SEN Code of Practice 0-25 years (April 2020) in providing for children with special needs. If staff or parents or carers raise a concern about a child, his/her teacher will refer to the SENCO. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Support staff or specialist teachers may be used to assist the child.

Teachers plan stretching work for children whose attainment is significantly above the expected standard.

The Foundation Stage

The curriculum taught in the Early Years meets the requirements set out in the Early Years Framework 2021. We aim to ensure that our children learn and develop well and are kept healthy and safe. The teaching and learning ensures the children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

During the Foundation Stage, the teachers make continual observations to record the children's progress and each child has a Learning Journey that is shared with parents/carers.

Assessment

Assessments for all subjects are the responsibility of the class teacher. Assessments are recorded at the end of a unit or half termly as to whether the child has achieved specific National Curriculum objectives. The assessments for English and Maths are recorded on an excel spread sheet and analysed by the English and Maths lead who inform year group leads of any issues that need addressing. Assessment for all other subjects is done by the class

teacher at the end of the topic/ half term. Pupil voice and learning council is used by class teachers and subject leads to check learning and progress.

The Role of Subject Leads

Subject Leads has an overview of the subject across the whole school from EYFS to Year 6.

The subject leads:

- Provide a strategic lead and direction for the curriculum areas.
- Ensure that the curriculum has progression and appropriate coverage.
- Are responsible for the medium term plans and liaising with class teachers over the content and delivery of the units of work.
- Monitor pupil progress in their subjects through regular pupil voice sessions with all year groups.
- Provide efficient resource management for the subjects.
- Support and offer advice to colleagues on issues related to their subjects.
- Report to Governors on progress and attainment in their subject.

The subject leads are given additional PPA time so that they can carry out necessary duties involved with their role. It is the role of subject leaders to keep up to date with developments in their subject to both national and local level. They review the way the subject is taught and plan for improvements. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, learning intentions are clear and that progression is planned into schemes of work and seen within books.

Monitoring

The curriculum, English and Maths leaders conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. Books scans are also carried out to ensure clear progression is evident. They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's Marking and Feedback Policy.

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