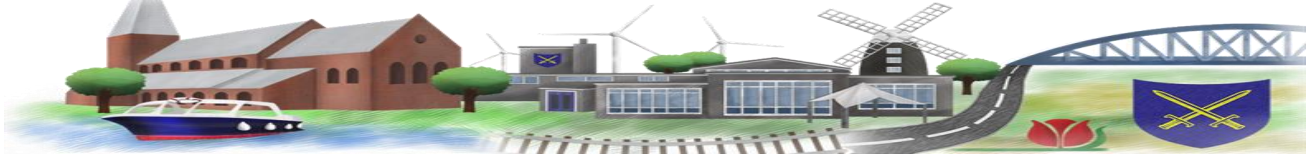


Spalding St Paul's Primary



Curriculum Policy

Date of Policy	Review Date	Policy Written by:	Date Shared with Staff	Date Shared with Local School Board
January 2022	No later than one year following publication of the policy	Mrs Selina Ratchford (Headteacher)	January 2022	February 2022

Our school curriculum

We are a proud part of the Community Inclusive Trust (CIT) and all that we do is underpinned fully by the fundamental purpose of CIT to “To put learners first and prepare them for their future”

Our school Values

Spalding St Paul's School

Growing together to be proud of everything we do

Our Values:

 Personal excellence We value striving to be the best in everything we do and learning from our mistakes.	 Respect We are an inclusive school and we value our whole community and the world around us.	 Opportunities We value challenging and exciting experiences to improve ourselves.	 Uniqueness We value everyone in our school and community and know that each one of us is special.	 Discovery We value learning in our school and discovering ways to be life long learners.
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Our curriculum is influenced by our school values. These are part of the ‘fabric’ of our school and run through every aspect of school life. As a school community we are committed to these values and use every available opportunity to promote them. Our school values are also used to drive our curriculum and influence our curriculum through our approaches to teaching and learning and curriculum content.

Curriculum aims

At Spalding St Paul's Primary School, we want all of our children to be **PROUD** of all their achievements and successes across all curriculum subjects.

Our curriculum enables children to achieve their own **PERSONAL EXCELLENCE** through a well-tailored programme designed for all to access.

Our curriculum is designed for children to show **RESPECT** for what they are learning, themselves, others, beliefs and the world around them.

Our curriculum gives children a range of **OPPORTUNITIES** to develop their knowledge, skills and understanding.

Our curriculum is **UNIQUELY** designed to provide a broad and balanced education for all pupils to incorporate our diverse school, our community and the world we live in and to provide sufficient knowledge for skills and future learning and employment.

Our curriculum enables children to **DISCOVER** key skills and knowledge to help them become lifelong learners.

Teaching Principles

Our curriculum is underpinned by two key drivers for raising attainment, progress and aspiration:

1. Quality First Teaching and Learning.
2. High aspirations and high-quality outcomes for all children.

Lessons and sequences of learning are planned with these principles at the heart of them.

Implementation of the Curriculum

At Spalding St Paul's Primary School our curriculum is planned to ensure all subjects are taught and have equal importance. We do however recognise that reading is the key to unlocking other curriculum subjects and therefore ensure that this is prioritised and applied throughout our curriculum.

We plan learning using overarching topics to help cover the curriculum and supplement these with quality texts to inspire discussion, support the development of reading and provide writing opportunities. We teach all of the National Curriculum subjects throughout the whole school year. Topics have been organised across each year group to ensure that all milestones are taught and re-visited. Where there are strong links to other subjects we make links to our overarching topics. We often make links between our English teaching and the topics that the children are learning about to ensure children are reading and writing with a purpose. Where links cannot be made we teach these subjects discretely.

Content is repeated and re-visited at various points during the term to ensure that knowledge is transferred into long-term memory. This makes successful learners. Crucially all subjects are taught throughout the year and throughout at topic whether this be using cross curricular links or discretely. This is vital to allow our children the time to revisit and fully embed learning. We also recognise that children need to learn appropriate skills to be able access and apply their knowledge.

The organisation of our curriculum ensures that teachers have a degree of flexibility in the way that they deliver and personalise learning for the children within their class. This degree of autonomy ensures that teachers can make decisions based on their ongoing assessments (of how well the children are coping with the curriculum content and what they are retaining) so that they can adjust their curriculum accordingly. It is however, still an expectation that all classes have taught all of the content outlined within our curriculum framework by the end of that academic year.

Roles and Responsibilities

The Local School Board

The Local School board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. They will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- a "broad and balanced curriculum" is delivered and enough teaching time is provided for pupils to cover the requirements elements of the subject.
- 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.

The 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 Local School Board.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements.
- The Local School 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.
- CPD for subject leaders is up to date and this is shared across the staff to ensure they are skilled to teach all subjects.

Phase Leaders

- Phase Leaders are responsible for ensuring the curriculum is implemented across their year groups and that there is also progression of skills taught between phases.

Subject Leaders

- Subject leaders will ensure all aspects of their subject are being taught, as well as check for progression of knowledge, skills and vocabulary.
- They will ensure that there are appropriate and up-to-date schemes of work and subject resources available to support teachers.
- Subject leaders will create action plans to address areas for development and ensure that they keep their subject knowledge and expertise up to date through regular research and training.
- They will also conduct monitoring and scrutiny activities as part of this process.

Early Years

See our EYFS policy for information on how our early years curriculum is delivered.

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:

- 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.

Monitoring and Impact

Phase Leaders and Subject leaders oversee the coverage of individual subjects within our Curriculum and the monitoring of subjects are carried out by subject leaders or senior leaders.

The curriculum map and hierarchies are used to ensure full coverage in a sequence to ensure progress is achieved.

The impact of the curriculum delivery is monitored through lesson observations, book looks, moderations, and other activities as outlined in the annual assessment overview.

Subject leaders are accountable for feeding back outcomes of monitoring to the Leadership Team and teachers, ensuring that actions are addressed.

The impact of our curriculum is shared with parents and children during parent consultation meetings, consultation reports and end of year reports.

Children leave Spalding St Paul's Primary School with a sense of belonging and are proud that they have developed the confidence and skills needed to be learners for life.

Our children will know more, remember more, enjoy more and develop more socially and emotionally, enabling them to be ready for their next stage in education.