



**Runwell Community  
Primary School**

# **Curriculum Policy**

*November 2019 (Review 2022)*

## Curriculum Intent

### ***'OUR A, B, C of learning – ASPIRE, BELIEVE, CONNECT'***

Our curriculum intent is for every learner to understand and appreciate what it means to be a 21<sup>st</sup> century citizen, we wish for our children to develop as globally aware, caring, healthy, creative and enterprising individuals, full of self-belief and confidence. We desire our children to be resilient, respectful and tolerant; all values we believe that our learners will need in order to be successful in meeting the demands of modern society and an ever changing world.

We will implement this by providing a skills based, knowledge rich curriculum that centers on the development of 'Mind, Heart and Body'. Our curriculum will provide our children with the opportunity to explore and steer their learning based on the issues that matter to them. Teaching staff will act in the role of 'facilitators of learning', developing a connectedness with our children through meaningful consultation with them. We will seek to develop high quality oracy, literacy, numeracy, technical and creative skills throughout the primary phase by outlining a stepped approach to skills development in each of these areas. We will all go on this journey together with overarching half termly whole school foci for learning.

The impact of this will be that all of our children will experience a curriculum that is fit for purpose and become independent, empowered individuals who see the value of lifelong learning. Our children will develop an insatiable curiosity and the ability to learn from each other. Our learners will leave Runwell knowing the responsibility of their role as global citizens as we shall create collaborators, innovators, leaders and above all else; young people who understand what it means to be human.

#### **Legislation and Guidance**

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

#### **Roles and Responsibilities**

##### **The Governing Body**

The governing body 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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, 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)

- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

### **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
- 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

### **Curriculum Leader**

The curriculum leader will work alongside the Headteacher in order to define and monitor the implementation of the curriculum policy and review its effectiveness. They will work alongside subject leadership teams to coach and develop leadership skills to ensure that all areas of our school curriculum are well led and managed.

### **Subject Leadership**

Subject leadership teams will be responsible for working together in their defined groups in order to formulate a vision for the subjects they are responsible for and prepare an annual action plan for the development of their area to ensure that it is given high priority within whole school curriculum planning. Actions should also be selected according to the outcomes of careful analysis which is collected from a variety of sources including but not limited to:

- Climate walks
- Drop ins/lesson observation
- Planning and work scrutiny
- Attainment and progress data analysis
- Pupil perception
- Staff confidence audits

### **Other Staff**

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

### **Organisation and Planning**

At Runwell Primary school we provide a curriculum, progressive in social development and subject specific skills, which support pupils to develop a broad range of knowledge, through questioning, exploration and discovery in order to have a better understanding of the world around them. We have six, whole school, termly themes, which are developed in conjunction with the pupils so that pupils interests, curiosity and needs are incorporated and they in turn are motivated, connected with the theme and see its relevance.

<b>Term</b>	<b>Theme</b>	<b>Rationale</b>
<b>Autumn 1</b>	<b>Our School; Our Values</b>	Throughout the school children will be taught the explicit core values of the school and its wider community. Texts used will focus on values education and citizenship.
<b>Autumn 2</b>	<b>Our Future; Our business</b>	Children will learn about core skills of money management, communication aspiration and enterprise. They will work to produce a marketable product that will be celebrated at our end of year Enterprise Fair.
<b>Spring 1</b>	<b>Our Vision; Our Creativity</b>	Children will engage with art across all genres, music, visual and performing arts. They will work collaboratively to produce a piece of work that will enhance and complement the school environment.
<b>Spring 2</b>	<b>Our World; Our Responsibility</b>	Children will learn why it is important to be globally aware citizens. They will develop understanding of the key issues that threaten our planet and work towards creating more sustainability in their activities and future lives.
<b>Summer 1</b>	<b>Our History; Our Past</b>	Children will be exposed to all different periods in history, different year groups will look at Local, British and World events that helped shape the world that they currently live in.
<b>Summer 2</b>	<b>Our Health; Our Wellbeing</b>	Children will learn core skills in keeping themselves healthy – in body, mind and spirit. They will link their learning to key sporting events such as the Olympics, and other World Cup events to engage and promote the values that go alongside them.

Our carefully chosen themes allow opportunity for our pupils to: learn key values for themselves and their school; discover the rich history of the local community and take responsibility towards saving the environment; and learn about the history of their own lives and key historic events from across the world.

Pupil's wellbeing is at the centre of the creative curriculum. Relaxation, mindfulness, outdoor learning and Zones of Relaxation are key daily ingredients to support pupils' emotional wellbeing and self-regulation. We feel developing pupils' minds, body and soul are fundamental for pupils to become articulate, problem solve and thrive in the 21<sup>st</sup> century.

We use The Rainbow Continuum to support skills progression and the acquisition of knowledge through the 2014 New National Curriculum. In conjunction with a variety of resources and teaching approaches to develop the talents of each child and a flexible timetable to support long term memory.

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (For more details please refer to the separate subject policies).

We strongly believe that children need specific and explicit education in how to be healthy and make safe and confident choices for their future development. As such we have a robust scheme of work in place to cover the following areas:

- Health education
- Relationships and sex education
- Spiritual, moral, social and cultural development
- British values

See our EYFS policy for information on how our early year's curriculum is delivered.

### **Planning Expectations**

At Runwell Community Primary School we try to ensure that any planning expectations are in line with our workload reduction scheme and therefore we ask that the following documentation is produced so that each teacher can show the planned progression in all elements of their learning programme.

Long term – A yearly overview of key themes and knowledge cross referenced with the National Curriculum expectations is produced for each year group.

Medium term – Teachers have a half termly overview document that is annotated with key skills development in line with the Rainbow Continuum.

Short term – The half termly document is annotated and added to on a week by week basis and some staff choose to supplement this with weekly planning notes – there is no formal requirement for weekly planning to be produced to a specific format.

### **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.

### **Monitoring arrangements**

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Discussion with the Headteacher during formal meetings and informally as part of Governor Monitoring visits
- Formal meetings with subject leadership team representatives
- Visits to the school to look at the environment, how classrooms are set up and how well the curriculum is represented
- Samples of work (anonymised)
- Planning samples
- Pupil Perception surveys/discussion

This policy will be reviewed every 3 years by the Headteacher/Curriculum Leader. Following every review, the policy will be shared with the full governing board.

#### **Links with Other Policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Inclusion policy and information report
- Equality information and objectives
- Individual subject policies
- RSE (Relationships and Sex policy)