Curriculum Policy

This policy was agreed by governors.

Committee	Date:	Next Review Date:
Learning & Attainment	Spring 2019	Spring 2022
Learning & Attainment	Spring 2022	Spring 2025
Learning and Attainment	Autumn 2023	Autumn 2026

Reviewed: Autumn 2023
Reviewed: Autumn 2026

Curriculum Aims

Our school curriculum is the entirety of provision and experiences planned to promote learning, personal growth and development. This includes not only the formal requirements of the National Curriculum but also the range of outdoor learning and educational visits (including a residential trip), drama and musical performances, workshops, clubs (before school, at lunchtime and after school), assemblies, local and national initiatives and enrichment opportunities (such as fundraising and School Council).

As a maintained school, we follow the National Curriculum including a detailed programme of Relationships, Sex & Health Education. We are committed to ensuring our pupils are taught a curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values (of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those of different faiths and beliefs) supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- 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

At Robin Hood Junior School our motto is 'aim high' and we apply this to all aspects of the curriculum to ensure our children get the highest quality education. We support children and adults to be:

- Literate and numerate – achieving outcomes that build on our starting points and reflect our high expectations
- Hardworking – being reflective and resilient; able to persevere, punctual and aware of our roles in society
- Communicators – communicating clearly and effectively through all areas of the curriculum and in all our interactions with others
- Brave – taking risks in our learning, extending ourselves and those around us
- Compassionate – showing we are aware of differing experiences and opportunities; being proactive, tolerant and open to new ideas.

Our curriculum planning:

- Focuses on coherence and narrative within subject domains so that key concepts are regularly revisited and developed
- Is sequenced and progressive, going beyond the National Curriculum where appropriate
- Embeds and embodies inclusion and diversity
- Connects pupils to great works and achievements of the past as well as the richness, variety and opportunities of the modern world

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- Teaches reflection, critical thinking and questioning
- Maintains high quality provision so that no child gets left behind.

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.

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
- 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
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

The Headteacher & Curriculum Leader

The Headteacher/Curriculum Leader are 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 subjects is adequate to achieve a broad and balanced curriculum
- Priorities for the year are agreed and areas for development identified by subject leaders are timetabled to keep teacher workload manageable
- The school's procedures for assessment meet all legal requirements
- The progress and attainment of all pupils is monitored and evaluated
- Suitable provision is in place for pupils with different abilities and needs, including children with SEND
- Termly reports are shared with the Governing Body via the Learning and Attainment Committee

In addition, the Headteacher is responsible for ensuring that:

- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- Requests to withdraw children from curriculum subjects are managed, where appropriate

Subject Leaders

The role of the Subject Leader is to:

- Provide a strategic lead and direction for the subject
- Stay up-to-date with new initiatives and pedagogy
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress, teaching and learning in that subject
- Provide efficient resource management for the subject

It is the role of the subject 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 through a yearly report and action plan. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum, that learning objectives are clear and that progression is planned into schemes of work and seen within lessons and books/booklets. This review may take the form of work/planning scrutinies, lesson observations and/or pupil voice. Lesson observations are usually carried out with a member of SLT. Subject leaders maintain a curriculum overview summarising the vision for the subject and a record of recent work undertaken. The schedule for review is set by the Curriculum Leader in conjunction with SLT.

English and Maths subject leaders also work with the Curriculum Leader to analyse data from summative assessments and attend termly Pupil Progress meetings for all classes.

Class Teachers

Class teachers have the final responsibility to produce class-specific planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and securing the necessary evidence to support their judgements.

Class teachers should ask for guidance from their Year Leader, Subject Leaders or SLT when appropriate to ensure that they 'aim high' for all pupils.

Practice

English: refer to the English Policy

Maths: refer to the Maths guidelines

Science is taught as a separate lesson but is linked to our cross curricular topics where appropriate. We encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them.

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Art gives opportunities for creativity, individual expression and collaborative work. It is an important form of cultural expression for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media.

Design and Technology lessons encourage children to create functional products which are fit for purpose. Children are supported through the design process, from analysing existing products to making and evaluating their own. Our pupils develop skills and technical knowledge relating to the following areas: structures, mechanical systems, electrical systems, textiles and cooking and nutrition.

Drama develops oral skills, vocabulary, building confidence and self- esteem, and is an essential tool in developing imaginative, expressive, and persuasive spoken and written language. Drama techniques are used in English and our curriculum provides opportunities to perform to wider audiences through year group productions and events around key festivals.

ICT & Computing is integrated into all lessons. The use of technology is part of our learning. Subject specific software supports teaching and learning and pupils use the internet to carry out research and share learning. Through focused lessons, the children develop more complex skills such as data analysis and coding. Pupils are taught to use technology safely and identify where to go for help and support when they have concerns.

Spanish is taught in every year group through discrete lessons. Repetition and practice are essential in learning a new language so songs and games are used. Opportunities to speak Spanish are also built into the everyday routine, such as answering the register.

Music is a key part of school life. Pupils sing and play a variety of instruments and are encouraged to play together in groups. We encourage listening to a wide range of music with concentration and understanding. Music lessons may be linked to other curriculum areas; music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking.

Physical Education - We value physical activity as a part of good physical and mental health. We participate in local and interschool sports tournaments. Indoor PE includes music and movement, dance, apparatus work and yoga. Swimming is at local pools and we aim to give all children the opportunity to learn to swim. We offer the opportunity to play competitively and collaboratively in inter and intra school competitions and events.

PSHE, or personal, social and health education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up. Relationships & Sex Education (RSE) is developed through PSHE. Circle time is used to listen to others and to be heard.

Our **Religious Education** teaching promotes the spiritual, moral, social and cultural development of our pupils. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals and develop their own beliefs and values. They will also learn that some people have no attachment to religious beliefs and follow secular philosophies.

History - our curriculum is designed to create a sense of excitement and curiosity to know more about the

past. We want to develop a coherent knowledge and understanding of Britain's past and that of the wider world. Children will learn about the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. As part of this they will question their own identity and the challenges of their time. Our curriculum is designed to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Geography - Our curriculum is designed to create a sense of excitement and curiosity about geography and instil knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

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:

- Higher-attaining pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND 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.

Teachers will plan to optimise the use of Teaching Assistants when available (see Teaching Assistant guidelines).

Further information can be found in our statement of equality information and objectives, and in our SEND policy.

Monitoring & Evaluation

This Policy will be monitored by SLT and Governors via the Learning & Attainment Committee. The responsibility for compliance with legislation rests with the Governors who delegate this to the Head Teacher