



# Curriculum policy

November 2022

Approved by Governors

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## Contents

|                                    |   |
|------------------------------------|---|
| 1. Curriculum aims.....            | 3 |
| 2. Legislation and guidance.....   | 3 |
| 3. Roles and responsibilities..... | 3 |
| 4. Organisation and planning.....  | 5 |
| 5. Inclusion.....                  | 6 |
| 6. Monitoring arrangements.....    | 7 |
| 7. Links with other policies.....  | 7 |

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## **1. Curriculum aims**

At Falcon Junior School, we provide a safe, encouraging and engaging learning environment that enables all children to develop the skills, knowledge and attitudes to make the most of their lives, now and in the future. Our curriculum puts the child at the centre of our nurturing and achieving school, where positive relationships, based on mutual respect are at the heart of everything we do.

Our ambitious curriculum follows the Primary National Curriculum. It exposes our children to enriching experiences, building progressive knowledge and skills and equipping them with the personal characteristics required to succeed in life. Our values of kindness, respect, creativity, positivity, aspiration and resilience underpin all aspects of our curriculum and school life.

The key principles and drivers behind the design of our curriculum are for our children to:

- be confident, independent and resilient; and to work hard at areas they find challenging.
- show empathy and compassion and to value diversity and equality.
- achieve academically across the entire curriculum, building on prior learning and developing knowledge, skills and vocabulary to make progress.
- culturally knowledgeable about our local context, our country, and our world.
- be aspirational and know the importance of hard work and determination.
- be well prepared for secondary school, both academically and personally.

## **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.

## **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
- 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 Senior Leadership Team**

The SLT will support all subject leaders, monitor workload and source training with providers such as VNET. An Assistant Headteacher will coordinate the subject leaders, meeting regularly with them and providing support and guidance. SENCo will advise on supporting SEN children in the curriculum.

### **3.4 Subject Leader**

- To champion the subject by providing a strategic lead, direction and content rationale for their subject.
- To act as a role model for the teaching of their subject.

- To develop long term plans that build on prior learning to ensure children know more and remember more.
- Monitor, evaluate and improve Medium Term Planning.
- To support colleagues to enable high quality learning through high quality teaching of the subject e.g. co-planning, team teaching, and observing/giving feedback where necessary, INSET through planned staff meetings (1 per year).
- To maintain a live action plan that has positive impact on the learning and teaching of their subject.
- To develop curriculum overviews that ensure all aspects of the National Curriculum learning objectives and key skills are incorporated.
- To support colleagues to develop creativity, relevance and enthusiasm when delivering each area of study.
- To renew, update and share resources needed to deliver the curriculum and keep to a budget ensuring resources are distributed effectively and 'best value' is achieved.
- To develop assessment and record keeping to ensure progression and continuity.
- To keep abreast of developments in their subject regarding changes in education.
- To monitor and evaluate the quality of teaching and learning in their subject in school and provide feedback to all stakeholders by following the Subject Leader Monitoring and Evaluation Schedule (Appendix 1 Monitoring and Evaluation Policy).

### **3.5 Class teachers**

Class teachers will ensure that the school curriculum is implemented in accordance with this policy and have a responsibility to produce medium and short term planning for their pupils. Class teachers should consult subject leads for guidance and support when planning.

## **4. Organisation and planning**

Our yearly curriculum overview indicates which subjects are taught to which groups of children in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

Medium term plans are written to ensure a broad and balanced coverage of the foundation subjects. They include the learning intent and task for each unit and incorporate:

- Tier 2 and 3 vocabulary
- Carefully thought out and purposeful sequencing which aids understanding
- SEND provision
- Deeper thinking tasks to extend learning when applicable.

- **Revisiting of prior learning** to enable children to know more and remember more
- Cross-curricular links where applicable e.g. online safety is taught in Computing and RSHE lessons
- Study of diversity in our world
- Where applicable, opportunities for taking the learning outside the classroom, making use of the locality through trips, visitors and residential trips
- RSHE embedded across the curriculum including spiritual, moral, social and cultural development through the PATHS curriculum
- Understanding of British values and associated vocabulary

#### *Reading and writing at Falcon:*

- The teaching of reading is structured and delivered by teachers following the Talk 4 Reading program.
- The teaching of writing is structured and delivered by teachers following the Talk 4 Writing program.

## **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:

- High prior 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.

Further information can be found in our SEND Policy

## **6. Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Monitoring visits to the school.
- Link governors working with and regularly meeting subject leaders.
- Curriculum Committee meetings and challenging school leaders.

Subject leaders and Senior leaders monitor the way their subject is taught throughout the school by:

- Book looks
- Pupil voice
- Subject lead /teacher meetings
- Learning walks
- Pupil Book Study (Alex Bedford)

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

This policy will be reviewed every year by the Senior Leadership Team. 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:

- Teaching and Learning Policy
- Assessment policy
- Marking and Feedback Policy
- SEN policy and information report
- RHSE and RSE Policies
- Monitoring and Evaluation Policy
- Equality information and objectives