



# Curriculum Policy

**April 2020**

Approved by Chair \_\_\_\_\_

Review Date \_\_\_\_\_

## Contents

1. Curriculum aims.....	2
2. Legislation and guidance .....	3
3. Roles and responsibilities .....	<b>Error! Bookmark not defined.</b>
4. Organisation and planning .....	<b>Error! Bookmark not defined.</b>
5. Inclusion.....	<b>Error! Bookmark not defined.</b>
6. Monitoring arrangements .....	<b>Error! Bookmark not defined.</b>
7. Links with other policies .....	<b>Error! Bookmark not defined.</b>

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## 1. Curriculum aims

Our aim is to provide our children with an understanding of the huge range of opportunities available to them in the future and to equip them with the skills and knowledge required to seize these opportunities.

At Villiers Primary School the curriculum is designed to:

- Recognise, embed and build-on children’s prior learning
- Provide first-hand learning experiences which develop curiosity and allow the children to apply their learning
- Give opportunities to discover hidden talents, skills and new passions.
- Create independent thinkers who are aspirational, confident and excited to challenge low expectations
- Develop the attitudes and values which will support children to grow as happy and successful individuals
- Promote positive choices, asking children to ‘choose to listen, learn, look after and lead’.

Every child is recognised as a unique individual and expected to follow the school ethos – Work hard. Be kind. We celebrate inclusion and diversity at Villiers and we believe that our differences make us stronger as a community. The curriculum is underpinned by the teaching of basic skills, knowledge, concepts and values, with a vision to prepare all children for life beyond primary school. We strive to provide enrichment opportunities to engage learning, not just with our children but also with our families.

Villiers is a family - both caring and nurturing and supportive and challenging and our families are key to our success. Community involvement is an integral part of our curriculum. Our doors are always open to families, external agencies, other professionals and community groups.

Children leave Villiers with a sense of belonging to a tightly knit community, where they have the confidence and skills to pursue their dreams, by building relationships, applying themselves and being resilient in the face of adversity.

## **2. 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.

## **3. Roles and responsibilities**

### **3.1 The Governing board**

The governing board will monitor the effectiveness of this policy and hold the Head teacher 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
- 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
- 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 Head teacher**

The head teacher 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 Other staff**

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

Including:

- Subject Coordinators
- Senior Leadership team
- Phase Leaders

## **4. Organisation and planning**

At Villiers Primary School we deliver all subjects independently to ensure that adequate curriculum coverage throughout the year. Every subject has its own Long Term and Medium Term plans to ensure progression of skills throughout the school.

We understand that children learn in a number of different ways meaning that lessons are designed to cater for the needs of all through the use of visual and physical resources. There is no set teaching style, as teachers have the freedom to develop lessons in a way that both engages children while developing the necessary skills.

For further curriculum information please refer to subject specific policies.

## **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:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)
- Pupils with IEP's and IBP's.

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.

## **6. Monitoring arrangements**

Curriculum leaders monitor the way their subject is taught throughout the school by:

- Learning walks
- Book scrutiny
- Lesson observations
- Discussions with teaching staff
- Discussions with children
- Trust moderation
- Cluster moderation
- Trust level QAR days

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

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

## **7. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Monitoring and evaluation policy
- Teaching and Learning policy

- Marking policy
- Pupil Premium policy
- SEN policy and information report
- Equality information and objectives
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### **Monitoring and review**

This policy will be reviewed on an annual basis.

The next scheduled review date for this policy is April 2021.

Any changes to this policy will be communicated to all staff members and, where appropriate, parents.