



Cumberworth C.E (A) First School Curriculum Policy

Our school vision

At Cumberworth First School we pride ourselves on putting the child and family at the heart of everything we do. We aim to uphold our Christian values (of love, kindness, friendship, self-control, respect and forgiveness) so that together we can enjoy our learning, enrich our lives and excel by making the most of our talents and gifts.

Equality Statement

This policy will be applied equally to all stakeholders while ensuring that all protected characteristics, (Disability, Race, Sex, Gender reassignment, Pregnancy and Maternity, Religion and Belief, Sexual orientation, Marriage and Civil Partnership, Age) are not discriminated against in any way. During the review process we will ensure that the policy and its implementation does not unintentionally discriminate adversely against any group and where necessary reasonable steps will be taken to discriminate in favour of protected groups.

Intent

We aim to create a school in which:

- our children enjoy coming to school and are provided with an inclusive, broad, balanced and stimulating curriculum
- we focus on the whole child recognising that all children are different, enabling every child to flourish and achieve their maximum potential through giving appropriate levels of support and challenge
- children develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- we develop children's oracy, language and communication skills
- we promote a love of reading and develop children's literacy skills
- we develop children's thinking skills and encourage them to become independent learners
- we develop children's resilience, encouraging them to persevere if they do not succeed the first time
- we provide a range of extra-curricular activities giving children opportunities to develop individual interests and skills
- we create confident and independent young people who take responsibility for their actions and understand their role in our community and the wider world, becoming good citizens
- children's spiritual, moral, social and cultural development is supported
- children's' physical and emotional well-being are developed
- we nurture the Christian faith while respecting all other faiths and those with no faith

- Fundamental British Values (FBV) i.e. democracy; the rule of law; individual liberty; mutual respect and tolerance of those with different faiths and beliefs are promoted
- Our children are ready for the next stage in their education

Our EYFS policy gives further detail specific to our Reception class.

Legislation and guidance

This policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework and 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.

Implementation

Roles and responsibilities

Governing Body

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
- as V.A Church School we ensure that enough teaching time is provided for Religious Education as outlined in the Statement of Entitlement for Religious Education in Church of England Schools
- appropriate provision is made for pupils with different abilities and needs, including children with SEND (Special Educational Needs & Disabilities), those who are disadvantaged, those with English as an Additional Language (EAL) and the most able.
- 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

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum have aims and objectives which reflect the aims of the school
- enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- as V.A Church School we ensure that enough teaching time is provided for Religious Education as outlined in the Statement of Entitlement for Religious Education in Church of England Schools
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- 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
- appropriate provision is in place for pupils with different abilities and needs, including children with SEND, those who are disadvantaged, those with English as an Additional Language (EAL) and the most able.

Other staff

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

Organisation, planning and teaching

We have four mixed age classes as follows: YR/Y1, Y1/Y2, Y3/Y4 & Y4/Y5. The core subjects of English (including phonics, reading, writing (except in KS2 where it is mostly taught in class groups), spelling & grammar) and maths are taught to discreet year groups as are some other subjects where staffing and resources permit.

Where subjects are taught to mixed age classes/groups we adopt a 2- year planning cycle in Key Stage 1 (KS1) and a 3- year planning cycle in Key Stage 2 (KS2). This ensures that children cover all the requirements of The National Curriculum (and for R.E the Diocesan Syllabus) over each key stage without repetition of topics whilst still building on and consolidating skills and knowledge.

A wide range of learning and teaching styles are used to develop children's knowledge and skills, including independence, co-operation, expressing points of view, negotiation, compromise and presentation. Learning and teaching could include, direct teaching, whole class activities, independent tasks and research, group or paired work, investigations, challenges, game playing or role play.

We use creative approaches where possible to deliver the curriculum including outdoor maths in KS2, creative curriculum, the use of ICT, visits and visitors.

We provide a wide range of extra-curricular activities including sport, choir and Art Club.

Children's spiritual, moral, social and cultural development is a key focus of the school.

We give children opportunities to:

- express personal opinions, compare views and share feelings through discussions and stories
- develop their own beliefs, which may or may not include religious beliefs
- experience a love of learning including exploratory play
- reflect upon the world around them
- show a sense of awe and wonder towards the natural world and human achievements
- experience a range of stories, music, art, drama and dance.

Fundamental British Values (FBV) permeate school life and are interwoven across the curriculum including in discreet PSHCE lessons.

Refer to our Sex and Relationships Education policy for the teaching of sex and relationship education.

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

Inclusion

Teachers set high expectations for all pupils. They use appropriate assessment to set ambitious targets and plan challenging work for all groups, including children with SEND, those who are disadvantaged, those with English as an Additional Language (EAL) and the most able.

Teachers plan lessons so that pupils with SEND can take part in all lessons, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are 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 SEND policy and information report.

Monitoring the impact

Governors will monitor the impact and effectiveness of this policy through regular meetings and visits.

The Head Teacher will monitor the impact and effectiveness of this policy through drop-ins and learning walks, performance management observations, book scrutiny, pupil & parent surveys and pupil progress meetings. The Head teacher also works collaboratively with Head Teachers of schools in our local pyramid carrying out joint leaning walks, book scrutiny and data analysis.

Teachers monitor the impact and effectiveness of this policy through their day to day assessment for learning, joint book scrutiny, peer observations and pupil progress meetings.

Approved by:

Full governing body

Date: Autumn term 2022