

Matthew Arnold Primary School



Curriculum Policy

Signed _____ Chair of Governors

_____ Head Teacher

Curriculum aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- 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
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

These curriculum aims are underpinned by our values:

- Be ready
- Be respectful
- Be Safe

Our school values effective teamwork, so our curriculum provides plenty of opportunities for collaborative working

- Our school values the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices

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](#).

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 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 and that enough teaching time is provided for pupils to cover the National curriculum and other statutory requirements.

They will also fulfil their 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, 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
- 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
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

Subject Leader

The staff at Matthew Arnold are responsible for the leadership of the curriculum subjects. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the national curriculum programmes of study and that there is progression of skills.

Additional responsibilities include:

- Providing a strategic lead and direction for the subject
- Supporting and offering advice to colleagues on issues related the subject
- Monitoring pupil progress in the subject area
- Providing efficient resource management for the subject

Other staff

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

Organisation and planning

At Matthew Arnold we teach a full range of national curriculum subjects in order to offer all of our children a broad and balanced curriculum. These include: English, Mathematics, Science, History, Geography, Art and Design, Design and Technology, Physical Education, Music, Religious Education, Spanish and Computing. British Values, Personal, Social, Health and Relationships Education. Personal development and safeguarding opportunities are also strategically woven throughout our curriculum.

The staff at Matthew Arnold endeavour to ensure that all children are motivated, inspired and want to learn. The learning experiences that they provide are enriched through visits, visitors and extra-curricular activities.

Years 3, 4, 5 and 6 have the opportunity to participate in a residential visit to further broaden their experiences.

Matthew Arnold staff set high expectations for all children and plan to ensure that there are no barriers to every child achieving.

During termly Pupil Progress Meetings and Subject Leader Interviews the progress and attainment of every child across all curriculum areas are discussed and timely actions are put in place to enable our children 'keep up not catch up' where at all possible.

Our curriculum is subject-based and knowledge rich ensuring learning is appropriately sequenced to develop understanding and skill. The curriculum is organised into units of work in line with the National Curriculum Programmes of study (see subject specific policies for further information).

Each unit is designed to be delivered over six weeks with formative assessment and retrieval built in throughout.

The curriculum is sequenced to structure learning and build knowledge, skills and vocabulary over time. It revisits and reinforces prior learning to help pupils to remember content and to make connections in their learning.

Early Years Foundation Stage

Children in Reception follow the Early Years Foundation Stage curriculum. Curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, building on their pre-school experiences and preparing them to successfully access the Key Stage 1 curriculum.

The seven areas of learning and development are:

Prime Areas

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language

Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

We fully support the principle that young children learn through play and by engaging in well-planned structured activities. Our curriculum is based around carefully planned topics that are implemented in a variety of ways through whole group, small group and individual situations.

The aims of our EYFS are:

- to provide a structured, secure, caring and very well resourced learning environment; both inside and out, which meets the individual developmental needs of all children.
- to enable all children to become confident, motivated and happy learners, developing the skills and attitudes necessary for their own future learning.
- to ensure all pupils are prepared for the next stage of learning and 'ready' for Year 1

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

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. Adaptive teaching will be used to support any child who has visible barriers to their learning.

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

- Pupil Voice
- Book Look
- Lesson drop ins/ Learning walks
- Information shared from subject leaders / curriculum lead / HT
- External Visits/ Agencies