

Davenham Church of England Primary School

“Working Together, Playing Together, Serving God and Serving Others”

“...encourage one another and build each other up...”

1 Thessalonians 5:11.

CURRICULUM POLICY

Our curriculum design encourages...

Our children to work collaboratively – to talk, to listen, to work and to play together in a variety of ways.

Our adults to recognise individual strengths and to support and encourage future growth by planning inspiring lessons and experiences in a variety of ways, so that long term memory is altered.

As a result...

Every child flourishes and thrives in a Christian community where they feel safe to take risks and to learn from their mistakes because we encourage one another and build each another up.

INTENT

At Davenham, our curriculum has the following intents:

- To ensure that the National Curriculum is taught, covered and delivered.
- It is underpinned by 6 core Christian Values - friendship, thankfulness, trust, forgiveness, compassion and koinonia.
- It builds upon and deepens children’s knowledge with the aim of providing them with real life skills, enabling them to move into the world as confident, independent and considerate individuals.
- It provides knowledge in all subjects that builds sequentially through their time at primary school.
It reflects our locality, the needs of our community and our links with the local church and Diocese

IMPLEMENTATION

Our curriculum will endeavour to implement the following:

- To deliver exciting, inspiring and memorable experiences so that children retain lifelong knowledge and skills.
- To support individual children ensuring that every child, including those who are disadvantaged or have SEND, are challenged and supported appropriately in a happy and safe learning environment.
- To be thematic, so that children are able to understand links between subjects, ideas, skills and knowledge.
- To use visits, visitors and “Theme Days” to offer a hands-on approach to learning.

IMPACT

Our curriculum aims to have the following impact:

- To create resilient and independent children who are knowledgeable and aware of their own strengths and areas for development.
- To develop well-rounded individuals who show respect for themselves and for others around them.
- To excite children and promote a love of learning which values each individual and equally recognises all achievements, including academic, artistic, musical, personal and sporting.
- To alter children’s long-term memory so that new knowledge and skills are acquired for life.
- To ensure that children are ready for the next stage of their educational journey.

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.

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 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 and disabilities (SEND)
- The school implements the relevant statutory assessment arrangements
- 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 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
- The headteacher manages requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body 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 SEND

SUBJECT COORDINATORS

Reading – Victoria Sutton & Kayleigh Phillips

Writing – Victoria Sutton & Kayleigh Phillips

Read Write Inc – Kayleigh Phillips

Maths – Jane Campbell-Hayes

Science – Elizabeth Boyde

Religious Education – Adam Christopher

History and Geography – Amanda Broadbere and Jo Nixon

Computing – Chris Ashworth

Design Technology – Sarah Thomas

Art – Tracy Manfredi

Music – Mary Clewes

Modern Foreign Languages - Sarah Ozturk/ Keeley Ansell

Physical Education – Tyler Roberts

SEND - Jessica Ollier

RESEARCH

In 2019, the staff reviewed the current curriculum provision and subject leadership was restructured. The headteacher set the overall aims having consulted with governors and staff.

The SLT spent the Autumn Term of 2019 researching and identifying the structure, content and skills for the topics that provide the framework for subject leaders to then define and insert the sequential knowledge required at each end point in the school. The expectation

of 'sticky knowledge' that children should gain through their learning experiences will be agreed for each subject.

IMPLEMENTATION

The school follows the requirements of the National Curriculum 2014 and aims to deliver it through an active, first-hand and practical way through creative themes and topics.

Each foundation topic begins with a 'what I know' approach by creating schema maps at the start of each unit. These schema maps are then added to as the children learn new knowledge and skills. The end of each topic or theme is assessed against the end points within the subject and using an end of unit assessment activity.

Each term, staff plan a programme of learning for each subject based on the National Curriculum. Visits, visitors and theme days are organised to further enrich children's experiences with first hand learning.

Planning of the curricular subjects is in the form of medium-term plans for the foundation subjects and weekly plans for the core subjects in delivering the programmes of learning devised by the school based on the National Curriculum expectations. The Pathways Scheme of Work and Read Write Inc are used to support English planning and the Numicon Scheme of Work to support Maths planning.

There is a mixture of mixed ability and setting in the delivery of the National Curriculum.

Sex and relationship education are taught through weekly RSE lessons. British Values are taught thematically and through age appropriate assemblies.

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 SEND
- 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 their potential.

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.

MONITORING

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

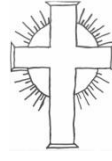
- School visits, meetings with subject leaders, meetings with the school parliament members, visits to classrooms and headteacher's presentations at governors' meetings.
- Subject leaders and senior leaders monitor the way their subject is taught throughout the school by:
- scrutinising planning, learning walks, book scrutiny, direct observation of learning, pupil voice interviews and correlating pupil data outcomes.

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

This policy will be reviewed periodically by the senior leadership team. At every review, the policy will be shared with the policy committee and ratified by the full governing board.

EQUALITY STATEMENT

Davenham Primary School is committed to ensuring equality of opportunity for all children, staff, parents, carers and visitors irrespective of their race, gender, gender identity, disability, religion or belief, sexual orientation, marital status, age or pregnancy and maternity. We tackle discrimination through the positive promotion of equality, by valuing diversity, challenging bullying and stereotypes and by creating an inclusive environment which champions fairness and respect for all.



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CURRICULUM POLICY

Effective Date		16 October 2023	
Review		Every 2 years	
Person Responsible		Joanne Hyslop	
Signed Headteacher	Signed Chair of Governors	of	Date Ratified
J Hyslop	D Mercer		16 October 2023