



WHITEHALL PRIMARY SCHOOL

Curriculum Policy

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At Whitehall Primary School we believe in the concept of lifelong learning and the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone. At Whitehall our intention is that our curriculum extends opportunity, raises aspiration, opens children's eyes to the world beyond their immediate environment to enable our children to live happy, healthy and productive lives and thus inspires children to learn more.

1. Curriculum aims

Our curriculum aims/intends 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
- 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 curriculum values:

- **To be curious** - by becoming active learners so that they can make informed choices to solve problems. Through this value, we want children to start thinking critically, make meaningful connections from what they have learned and apply it to everyday tasks and beyond the classroom
- **To have aspirations** - for the future and know that these can be reached through hard work and determination. Our enriched curriculum will provide knowledge, skills and the opportunities for our children to become engaged in their learning and to see the connection

between what they learn today and what they want to become tomorrow. We strive for our children to have aspirations so that they can be the best they can possibly be

- **To be independent.** Through this value, we want children to develop self-confidence and self-motivation to become independent in thought and in action. Our centrist pedagogical approach enables learners to acquire the necessary knowledge and skills through a balance of teacher-led and enquiry-based learning, including taking risks, having a positive outlook and self-belief so that they embrace challenges and have the best possible chance of succeeding as well as be prepared for the next steps of their lives

At Whitehall Primary School, we have designed our curriculum specifically to the needs of our school and pupils. The organisation of our curriculum is built upon balancing the need for excellent core skills in Reading, Writing and Maths with personal development and foundation subjects. All aspects have been carefully woven together and interconnected to ensure that the curriculum received by the pupils is progressive, sequential and well thought through.

These core curriculum values are embedded through enriched opportunities alongside assessment, which we believe is an integral and continuous process to teaching and learning, allowing children to achieve their true potential.

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](#).

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 2021](#).

Furthermore, this policy reflects the requirements of the statutory guidance on [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education 2019](#).

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
- 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

3.3 Other staff

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

Members of the SLT

- to ensure that the curriculum is regularly reviewed and a focus of staff meetings and CPD.

Subject Leaders

Subject Leaders produce annual action plans to improve the teaching and learning of their subjects. The role of the subject leader is to:

- Provide a strategic lead and direction for the subject.
- Support and offer advice to colleagues on issues related to the subject.
- Monitor pupil progress in that subject area.
- Provide efficient resource management for the subject.
- Feedback to SLT and governors when required to.

- Help to create well-sequenced, broad and balanced curriculum plans that build knowledge and skills.
- Sequence lessons in a way that allows pupils to make good progress from their starting points.
- Moderate progress across their subject by systematically reviewing progress against a range of evidence and reviewing qualitative and quantitative data.

4. Organisation and planning

Our curriculum is based on the National Curriculum 2014 for KS1 and KS2, and the Early Years 2021 Statutory Framework for Nursery and Reception.

Each curriculum area has a progression map that outlines the knowledge and skills composite we intend for our children to achieve by the end of each year, phase and by the time they leave primary school from EYFS through to Year 6.

From the progression map, the composites are broken down into components, which can be found on the curriculum progression map and on the medium-term plans. We use a range of schemes and resources to support our planning and delivery of our set components and composites depending on the nature of the subject being taught. The schemes are adapted to ensure the children receive the full coverage of the National Curriculum and the EYFS Framework as well as drive our curriculum values, curiosity, aspiration and independency to meet the needs of all our children. Please refer to the separate subject policies for their individual curriculum intent, implementation and monitoring schedule.

Separate curriculum statements and policies:

- English
- Maths
- Science
- Computing
- History
- Geography
- Art and Design
- Design and Technology
- PE
- Music
- RE
- PSHE
- RSE
- MFL (French)

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

4.1 Planning

Planning is developed from the curriculum progression map. Topics, themes and enquiry questions are formed to create a long-term map, which is shared with parents on the school's website.

The medium-term plans organised by Subject Leaders sets out the sequence of components, the vocabulary and learning intention to be taught. Teachers are expected to develop short term plans from these to include adaptations for groups of children including SEND, EAL and disadvantaged, as well as ensure assessment opportunities are provided such as sharing of knowledge organisers,

questioning, mini-quizzes, reflection and evaluations to check for understanding and to embed the knowledge and skills into long term memory.

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 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.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned and adapted so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Where necessary, the curriculum will be differentiated to ensure all children with SEND and EAL can access the curriculum.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

6. Monitoring arrangements

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

- Learning walks
- Discussions with Subject Leaders regarding the impact of their subject
- Pupil interviews

Subject Leaders monitor the way their subject is taught throughout the school by:

- Planning Scrutiny
- Book Scrutiny
- Pupil interviews
- Lesson observations and/or learning walks
- Discussions with teachers and support staff

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

SLT support Subject Leaders with reviewing and making any necessary adaptations to their subject to meet the needs of the children.

This policy will be reviewed every year Strategic Governor Committee. 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, Learning and Assessment Policy
- EYFS policy
- Individual subject policy: English, Maths, Science, Computing, History, Geography, Art and Design, Design and Technology, Music, French, RE, PSHE, RSE, PE
- SEN policy and information report
- Equality information and objectives
- Marking and Feedback Policy