

Curriculum Policy

West Park Primary School



Approved by: West Park School Local Governing Body

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1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, widen vocabulary, 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, with high expectations for every pupil and appropriate levels of challenge and support

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 the school has 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](#).

It complies with our funding agreement and articles of association.

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 local 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
- 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)

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 Senior Management, Subject Coordinators and 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
- 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:

- A member of the teaching staff or Sports Coach will be responsible for subjects within a broad and balanced curriculum.
- Staff will moderate the quality of teaching within their subject area through rigorous monitoring and evaluation which could include:
 - Questionnaires
 - Pupil and staff conferencing
 - Work scrutiny and other evidence including photographic
 - Planning scrutiny
 - Lesson observation
- Staff will complete an annual report and action plan
- Staff will have responsibility for monitoring the way in which resources are purchased, stored and managed.
- Policies will be updated when appropriate and shared with the Local Governing Body.

4. Organisation and planning

Quality of Education

1. Intent

West Park School adopts a thematic approach when planning our broad and balanced curriculum. The Early Years Phase follows the Foundation Stage Profile but also plans a theme for each half term. The Y1/2, Y3/4 and Y5/6 Phase has developed its own theme based two year rolling programme. The two year rolling programme has six terms, each term has a theme and a non-theme based curriculum. The whole school broad and balanced curriculum may be found on our school website:

<http://www.westpark.hartlepool.sch.uk/>

In addition to the theme based topic webs, agreed knowledge and vocabulary will be planned into each unit for individual subject areas.

2. Implementation

Each Phase plans for the delivery of high quality lessons. A variety of resources are used including:

- Activities based on staff interests and expertise
- Access to Educational Visits
- Planned activities using internet based resources
- Visitors to school

Subject coordinators monitor and evaluate the teaching of their subject area to ensure suitable development of skills, vocabulary and knowledge.

3. Impact

Each unit of work is assessed termly using:

- Unit assessment sheets based on termly assessment points
- Subject evaluation sheets (Appendix 1)
- Termly individual internet based “quizzes” to assess pupil knowledge.

Our annual report to parents provides details of individual pupil attainment across all areas of our curriculum

Spiritual, moral, social and cultural development

West Park School is committed to the well-being and personal development of its pupils. This is reflected in the curriculum and priorities within the annual School Improvement Plan. Priorities include:

- Sex and relationships in education
- School and British Values
- SMSC

EYFS

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

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)

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. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives

Appendix 1: End of Unit Evaluation

<u>WEST PARK PRIMARY SCHOOL</u>		
<u>End of Unit Evaluation</u>		
Subject:	Year Group/s:	Theme: Term:
What went well in this Unit?		What could be improved? How?
Resources used successfully		Resources required