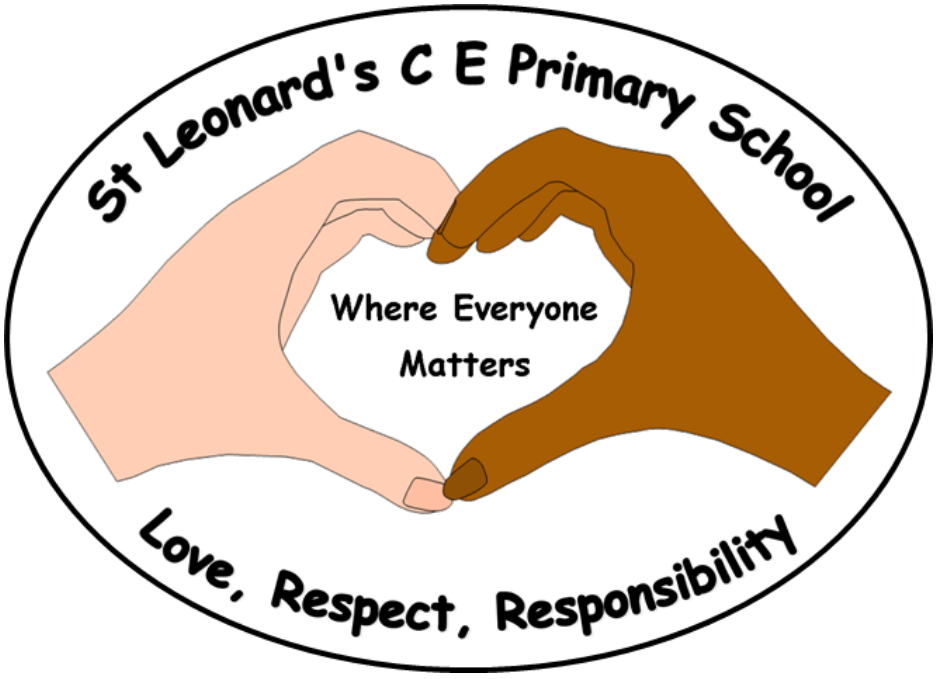
Curriculum Policy



Approved by:	**Full Governing Body**
Date:	**November 2024**
Next review due by:	**November 2027**

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1.Aims

Our curriculum aims to:
• Provide a broad and balanced education for all pupils
• 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, with high expectations for every pupil and appropriate levels of challenge and support
• Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
• Ensure children are ready to access secondary school when they leave St Leonard's at the end of Year 6
• Give our children an education that is aspirational fand worthwhile, prepares them for life beyond school, and lays the foundations for lifelong learning

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.

3. Roles and responsibilities

3.1 The governing body

The governing body will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation. The governing body 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 Head Teacher

The head teacher 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 body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
• 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 SEN

3.3 Other staff

• All staff will ensure that the school curriculum is implemented in accordance with this policy.
• At St Leonard's, we have Subject Leaders who are responsible for:
o Monitoring the teaching and learning within their subject area
o Providing high quality CPD where necessary
o Ensuring that there are adequate resources to deliver the curriculum
o Updating the relevant policies.

4. Organisation and planning

4.1 Organisation

Our curriculum will be provided through:
• Department topics
• Subject lessons
• Activities outside the classroom

• The values promoted by the school and its community
• The context in which our pupils live, both locally, nationally, and globally
• Banbury Partnership events
• School Improvement Group activities

Teachers will link subjects wherever appropriate and relevant; the curriculum will not be constrained by subject boundaries, much of the work will be topic based, with an emphasis on learning English and Maths skills. Pupils will practice and reinforce these skills in topicbased work, whilst some subjects, which do not fit into the topic, will be taught discreetly. In every term, there will be a special 'themed days' across the whole school. For example, Maths day, Art day etc.
Wherever possible children should be involved and have a say in what they would like to learn about; teachers will need to be innovative in providing as many "First Hand" and concrete experiences as possible.

4.2 Planning

Teachers write medium term plans for non-core subjects which are based on the Long-Term Curriculum Plans (these are delivered in a two year cycle to accommodate vertical classes)

4.3 Relationships and Sex Education

This will be taught by the class teachers with support from external agencies such as the SCIB/Scarf where necessary. Parents will be informed of the lesson content prior to learning commencing.

4.4 British values

These are weaved throughout our curriculum, but particularly through PSHE. Details are outlined on our school website which shows in which year group and curriculum area each British Value is taught.

4.5 EYFS

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

4.6 Resources

To support planning the curriculum teachers will use:
• The National Curriculum, September 2014
• St Leonard's CE Long Term Curriculum Plans
• Statutory Framework for the EYFS (DfE, November 2024)
• Development Matters in the EYFS (Revised edition, September 2023)
• Little Wandle to teach phonics and support early reading
• Vocabulary Ninja, PiXL and Classroom Secrets to support the teaching of Spelling
• Nelson Handwriting scheme
• White Rose to support the planning of maths

• Oxfordshire County Council and ODBE agreed R.E. Syllabus
• Kapow Primary to support the teaching of music
• Complete PE to support the teaching of PE
• Twinkl, SCARF and SCIB for PSHE
• Language Angels for French
• Classroom Secrets to support the teaching of maths and grammar
• Twinkl
• PiXL
• Subject Policies and guidelines as agreed by the Governing Body of this school

4.7 Parental Involvement

Parents are involved wherever possible in their child's learning and informed about their child's learning and progress. Learning experiences at home will be valued and built on. Shared lessons happen across all year groups on a termly basis, where parents are invited to a lesson in school with their child.

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:
• Most 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.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:
• School visits
• Meetings with curriculum leaders
• Presentations by subject leaders at Governor meetings

Subject Leaders monitor the way their subject is taught throughout the school by:
• Planning scrutinies
• Book scrutinies

• Interviews with pupils
• Learning walks
• Lesson observations

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

7. Review

This policy will be reviewed every three years by The Curriculum Committee. At every review, the policy will be shared with the full governing board and published on the school website.

8. Links with other policies

This policy links to the following policies and procedures:
• EYFS policy
• Assessment policy
• SEN policy
• Equality information and objectives
• Relationships and Sex Education Policy
• RE Policy
• Maths Policy
• English Policy
• Science Policy
• History Policy
• Geography Policy
• Art Policy
• DT Policy
• Music Policy
• MFL Policy