

SINGLE CURRICULUM POLICY

November 2019

Responsibility: Anya Salisbury

Review Date: November 2020

Dovers Green School



Rationale

It is our aim at Dovers Green School that everyone has the opportunity to develop in confidence and strive to continually improve within an environment in which they feel safe, happy and valued. Through teaching and learning we aim to promote the spiritual, moral, cultural, mental and physical development of our pupils.

Aims

Our curriculum aims to:

- enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- support pupil's spiritual, moral, social and cultural development.
- support pupil's 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.
- develop pupils' independent learning skills and resilience, to equip them for future education.
- promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- to foster respect for one another, the school environment and the local community.
- to strive to ensure equal opportunity for each child to develop socially, emotionally, intellectually and physically and that the necessary provision is made for pupils with special educational needs at both ends of the academic spectrum and that the Code of Practice is complied with.
- to discourage any form of discrimination or intolerance on grounds of sex, colour, religion, language, disability, ethnic or social background.
- to use a variety of teaching methods to deliver the Foundation Stage and the National Curriculum. Emphasis will be placed on the importance of practical activity, observation, investigation and oral discussions, which are related to meaningful tasks.
- to ensure assessments are carried out according to agreed policy and that attainment at the end of Key Stage 1 are reported on the school website.
- to provide an environment secure enough for everyone to learn from their own and other people's mistakes and successes.
- to ensure that there are satisfactory arrangements for educational visits in line with current legislation and LA advice and policy. This would include risk assessments.
- to foster good home/school links and actively involve governors and parents in the life and work of the school.
- to liaise and work with our Children's Centre, local schools and the community.
- to share a whole school anti-bullying and behaviour and discipline policy and have high expectations of behaviour at all times.
- provide a broad and balanced education for all pupils.

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 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*.

Roles and responsibilities

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.
- 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).
- the school implements the relevant statutory assessment arrangements.
- it participates actively in decision-making about the breadth and balance of the curriculum.

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.
- 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.

Other staff

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

Subject Leaders will ensure the coverage and progression for their subject uses the learning objectives from the National Curriculum 2014. They will ensure that their subject is taught in an engaging way and analyse the standards for their subjects.

Organisation and planning

- Our values based curriculum is taught through a creative themed approach. Core subjects are supported by texts, activities and reasoning opportunities that link to the theme. In KS1 Foundation subjects are blocked to ensure that children are getting a chance to deepen their skills and knowledge for each subject area.
- Forest School and outdoor learning is embedded into our curriculum, all the children have access to our forest environment at least once a week. This offers a holistic approach to learning and gives children opportunities to develop independence, confidence, build self-esteem, develop social interactions and work collaboratively together. Through a range of activities the children use taught skills to problem solve and risk take in a safe environment. Sessions are uninterrupted and longer than usual so that the children can explore their natural environment and learn at their own rate.
- PSHE is embedded in our whole curriculum. Each class has a mindfulness/reflection session weekly as well as embedded PSHE blocks through each term.

Our values are embedded throughout each theme. Each half term we focus on a value. Which the school council have linked to animals. We use assembly and classroom opportunities to learn about each value and how they support the British values. Our Star of the Week and Caught Being Good rewards are used to promote behaviour linked to our values.

- We use the RE Surrey Agreed Syllabus to teach RE. We ensure that RE lessons are active and practical and where possible we get visitors into school to speak to children first hand. This includes local church leaders and a Naturalist. In key stage 1 children record their work in one book that is passed up to ensure that prior learning can be built upon.
- Computing is taught in blocks to cover computational thinking which supports children's learning about problem-solving and basic coding languages. ICT skills are taught on an ongoing basis weekly to children in small groups using technology to support their theme learning.
- We teach PE through weekly lessons. Sports is offered every lunchtime and on a Friday we offer a sports focused Active Lunchtime for all mainstream KS 1 children. All children do 10 minutes of skipping at least 3 times a week.
- In KS1 Long term plans show how each subject is being covered throughout the year. Medium term plans break down each term into the blocked weeks ensuring in depth coverage of each subject. Short term plans show the sequence of lessons for each subject on a weekly basis. These plans are annotated with assessment for learning evaluations so that each lesson informs the next.
- In EYFS detailed medium term plans are adapted weekly following lesson evaluations in PPA time. Timetables are then made weekly focusing on the current learning within the termly plans.

See our EYFS policy for information on how our 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.

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 whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- headteacher's termly report
- termly governor learning walks
- governors with specific areas meet regularly with the lead teacher

SLT will monitor the delivery of the curriculum through:

- learning walks
- lesson observations
- pupil voice
- data analysis
- meeting with subject leaders
- year leadership time spent supporting teachers with delivery

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

- book looks
- planning reviews
- learning walks
- pupil voice
- lesson observations
- resource audits

This policy will be reviewed annually by the Headteacher. At every review, the policy will be shared with the full governing board.

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
- subject specific policies