



Federation of Kymbrook & Thurleigh Primary Schools

Curriculum Policy 2022

Excellence – Enjoyment – Enrichment – Equality

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In the KT Federation we value and celebrate the diversity and uniqueness of all of our children. The inclusive ethos of our school ensures that we have high expectations for all and strive to offer an environment where children are happy, able to flourish and are mentally in a good place to learn.

Our aim is that our children will enjoy their time at school, whilst being prepared for adulthood by having a practical, positive mind-set. Children are taught through our Federation values of respect, independence, bravery, determination, working together and kindness. Our Federation vision is to work in partnership with families to unlock the potential of every individual. Together, we nurture a self-belief and a lifelong passion for learning.

1. Curriculum aims

Our curriculum aims to

- Promote the learning and development of our youngest children and ensure they are ready for KS1.
- Provide a broad and balanced education for all pupils that is 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.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.

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

Subject leaders

Subjects are led across the Federation and produce annual action plans to improve the organisation and teaching 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 governors when required to.

4. Organisation and planning

Our curriculum follows the National Curriculum through a knowledge-based, creative approach with topics designed to build on previously learned knowledge, whilst engaging and stimulating new memories. As classes are taught in mixed ages, topics are taught on a two year cycle.

Well-being lies at the heart of all that we do. Teachers plan enrichment opportunities such as Sparkling Starts, Marvellous Middles and Fabulous Finishes to create memorable experiences and links within learning. Visits and visitors also follow this direction. Our onsite Forest School utilises our outdoor space and secures the learning of cross curricula skills and knowledge.

Each subject follows a subject progression cycle that outlines knowledge, skills and key vocabulary, as well as highlighted 'flashbacks' to prior learning.

Our Early Years curriculum follows the EYFS Statutory Framework and is also taught through a topic approach.

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 so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

6. Monitoring arrangements

Planning is monitored by the SLT to ensure that it is current and used as a working document. Book looks are also carried out to ensure clear progression is evident in books. They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's marking policy.

The SLT and subject leaders conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. SLT and subject leaders feedback to individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon