



St. Michael's CE (Controlled) Junior School

Inspired by Him, we serve the community of St Michael's by creating an inclusive learning culture where all differences are respected, where courage is shown to face and overcome adversity, and resilience is embedded in our journey to success so we can be the very best we can be.

Curriculum Policy

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Agreed & Authorised (Name & Designation)	Mrs Jenny Jones Headteacher	Mr Alan Jenner Chair of Governors
Signature(s)		
Next Review Date		
Remarks		

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1. Curriculum aims

The Staff and Governing Body of St. Michaels CofE (Controlled) Junior School believe that the curriculum should reflect our Christian school vision and our three key values of Respect, Courage and Resilience. We believe that the curriculum should allow:

- Everyone in the school community to feel valued and respected
- Everyone to have the courage and resilience to be the very best that they can be
- Everyone to develop the transferable skills which enable them to be lifelong learners

We implement these Christian values into our curriculum through the following:

- The children are provided with a rich curriculum that includes a variety of experiences to inspire and engage.
- The children are given responsibilities and make a valued contribution to the wider school community.
- The curriculum regularly develops links and makes use of opportunities to serve the wider community.
- The curriculum is inclusive for all and differences are respected throughout all learning opportunities.
- Everyone in the school community has high expectations at all times.
- The children are provided with the opportunities to make choices in their learning.
- The skills based curriculum enables and supports the development of knowledge and progression of learning in all areas.
- Everyone in the school community has the courage to challenge themselves and overcome adversity.
- The curriculum promotes a variety of approaches to teaching and learning which are current and relevant.
- The children are inspired to, and have the courage to, aim high.
- Everyone is encouraged to develop an enquiring mind and ask questions to further their understanding.
- The curriculum provides regular opportunities to build on prior learning and experiences.

- The curriculum makes explicit links to real life experiences.
- The curriculum provides opportunities for the children to develop resilience to ensure that they achieve success.

We believe that **the impact of our curriculum will be:**

- Children who are caring, considerate and polite.
- Everyone in the school community has pride in themselves.
- Everyone in the school community takes responsibility for themselves and others.
- Children face new challenges with courage, taking risks in their learning and learning from their mistakes.
- Children can apply their skills to new learning.
- High academic standards are evident for all.
- Children are self-motivated and independent at all times, always doing their best and never giving up.
- Children are able to independently transfer skills.
- Children demonstrate a love of learning and a naturally inquisitive and enquiring mind.

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.

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

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.

The Deputy Headteacher works with subject leaders on the intent and implementation of the curriculum

Senior leaders and subject leaders monitor the effectiveness of the curriculum.

4. Organisation and planning

- The curriculum is planned through Termly Topic Overviews. In these overviews teachers identify key driver topic areas and key questions to direct learning. Teachers identify objectives that will be taught throughout the term linking these to the St. Michael's CE Junior skill progression, which is shared with parents on the school website. Where possible and when appropriate, subjects and themes are linked to provide continuity for the children and incorporate links to SMSC as well as exploit explicit links to our Christian Values. The Overviews provide an outline of the children's learning, and are available for parents to access on our school website or via hard copy, available on request from the school office. Teachers use the Topic Overviews to plan weekly and individual lessons for their class using assessment for learning to adapt learning when needed
- Each subject has a vision which alongside our main curriculum vision shares how we implement the Christian Vision through our curriculum. Subject leaders use the National Curriculum to develop their progressions and create Long Term plans for each subject, which engage our children. These progressions ensure that children build on their learning, remembering more and making links across subjects.
- Year teams then create their own Topic Overviews. These plan the Medium Term aims of their learning. They create a map to show the journey through their topic and a week by week breakdown to show how each progression statement will be met.

- Following this the Year teams then create short term planning. This is where further detail is added and shares the learning journey with the children. Teachers use each subject progression to make summative and formative assessments which informs the next day, week or topic planning.
- We work alongside the Hampshire Advisory Team and our local cluster. By doing this we are able to access the comprehensive support for planning and delivery across the curriculum. We also use and adopt a variety of planning schemes which support teachers in planning and delivery where appropriate.

➤ The curriculum covers

- Relationships and health education
- Spiritual, moral, social and cultural development
- British values

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 and ensure that adaptations will be made to enable all children to access their learning.

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. Monitoring arrangements

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

Visits to school

Conversations with subject leaders

Pupil conferencing

Input from subject leaders at FGB meetings

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

- planning scrutinies, learning walks and book scrutinies

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

This policy will be reviewed every three years by the headteacher. 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:

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