

Alumwell Infant School



Learn, Grow and Achieve

CURRICULUM POLICY – A DESIGN FOR SKILLS PROGRESSION

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| Signed by The Chair of The Governing Board: | Signed copy available in school office. |
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| Policy Author: | AIS |

Contents

| | |
|------------------------------------|---|
| 1. Aims | 2 |
| 2. Legislation and guidance | 2 |
| 3. Roles and responsibilities..... | 3 |
| 4. Organisation and planning | 4 |
| 5. Inclusion | 5 |
| 6. Monitoring arrangements..... | 5 |
| 7. Links with other policies | 6 |

At Alumwell Infant School, we are fully committed to the development of everyone who contributes to our school. Our motto is, **“We learn, we grow and we achieve”**.

To this end, we set high expectations of children and our approach to the teaching, learning and assessment in this school is underpinned by our values. We aim:

- To create a positive attitude to learning with a curriculum that meets all children’s needs academically, culturally, socially, morally and emotionally.
- To provide children with a safe, caring welcoming, environment in which children feel confident and secure.
- To create opportunities for raising children’s standards of achievement and ensuring the best possible progress.
- To encourage children to become independent, responsible learners so that they are ready for the next stage in their learning.
- For children to be mutually respectful and tolerant of others and to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain

1. Aims INTENT

Our curriculum aims to:

- Provide a broad and balanced education for all pupils that recognises children’s differing strengths.
- Enable pupils to develop skills to acquire knowledge, understand concepts and be able to choose and apply these in relevant situations
- Nurture pupils’ spiritual, moral, social and cultural development
- Support pupils’ physical and mental development
- Enable children to develop responsibility for their own health and well-being
- Develop resilience and promote a positive attitude towards learning
- Ensure inclusive access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Promote the learning and development of our children and ensure they are ready for the next phase in their 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
- High quality provision is made for pupils with different abilities and needs, including children with special educational needs and disabilities (SEND)
- 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 board is advised on whole-school targets in order to make informed decisions
- High quality provision is in place for pupils with different abilities and needs, including children with SEND

3.3 Staff

Staff will ensure that the school curriculum is implemented in accordance with this policy. They are responsible for the planning, teaching and assessment of a high quality education that inspires, motivates and challenges children and one that adheres to the expectations of nationally determined curricula (Primary National Curriculum, EYFS Statutory Framework). There are designated curriculum leaders who are expected to develop their subject knowledge and remain self-critical in order to support and effectively develop co-professionals so that they work in parents' and children's best interests to deliver an effective school curriculum.

4. Organisation and Planning IMPLEMENTATION

Alumwell Infant School's curriculum is all the planned learning opportunities that we as a school organise in order to promote learning, personal growth and development. It includes, not only our commitment to meeting the formal requirements of the Primary National Curriculum {*English, Mathematics, Science, Computing, Physical Education, Personal, Social and Health Education (PSHE, including Relationships & Sex education), Art & Design, Design & Technology, Religious Education, Music*} and Early Years Foundation Stage Statutory Framework, but also the range of extra-curricular activities and visits that the school organises in order to enrich and broaden the experiences and to promote the mental wealth of our children. This also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave.

We deliver the seven areas of learning and development in our early years settings. The Prime Areas of communication and language, physical development and personal, social and emotional development form the primary focus in order to ignite children's curiosity and enthusiasm for learning and the children are then supported in the four specific areas of literacy, mathematics, understanding the world and expressive arts and design.

Our aim is to offer a broad, balanced, rich and vibrant curriculum that provides challenging pathways to achievement for all learners and leads to outstanding curriculum provision. The curriculum will be taught with the consideration of the needs of all learners and the needs of the community we serve. Our curriculum will be exciting and will inspire children to nurture a passion for learning.

Our schemes of work reflect the content and challenge of the curriculum. We plan our curriculum in phases with an agreed long-term plan for each key stage. This plan indicates what topics are to be taught in each term and to which groups of children. We review our long-term plan on an annual basis. With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Subject Leaders have devised schemes of work for the subjects and have taken into consideration the interests and needs of our pupils as well as how skills and knowledge are revisited and developed through the phase.

Our Early Years Curriculum has been developed using the Statutory Framework for the Early Years Foundation Stage and the Practice Guidance for the Early Years Foundation Stage. Our school fully supports the principle that young children learn through play and by engaging in well-planned, structured learning opportunities. We work closely with other settings to support children's transition by building on children's pre-school experiences and to successfully prepare them for their next stage in learning.

We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential. Our curriculum promotes British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about significant figures who have contributed to innovation, excellence and changes in the world.

At Alumwell Infant School, we believe that whilst maintaining our commitment to delivering a broad and balanced curriculum that promotes the highest standards, it is essential that our curriculum is adaptive and responsive. For example, when life events lead to losses in routine, structure, friendship, opportunity or freedom, school must adjust its curriculum to facilitate teaching with compassion, so that pupils and staff are supported to manage their recovery.

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.

Further information can be found in our statement of equality information and objectives as well as in our SEND policy and information report.

6. Monitoring arrangements **IMPACT**

Governors and School Leaders monitor the coverage and effectiveness of National Curriculum subjects and compliance with other statutory requirements through such means as school visits, meetings with school representatives and presentations at meetings. This policy will be reviewed annually by the Head Teacher and the Performance & standards Committee. At every review, the policy will be shared with the full governing board.

Subject leaders monitor the way their subject is taught throughout the school through work scrutinies, learning walks, professional conversations within schools and school networks or clusters. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

At Alumwell Infant School, through our rich and broad curriculum, we are enabling children to gain the knowledge, skills and understanding they need for their future. Each of our children is individual and unique and each has a potential that we need to unlock. Our school motto is 'we learn, we grow and we achieve' and through our curriculum we enable this to happen. Our curriculum design will lead to outstanding progress for all pupils, regardless of their starting points, over time.

Planned learning will progressively build on prior knowledge and understanding, develop skills and support children in producing outcomes of the highest quality. We will ensure that the curriculum is regularly monitored and reviewed to ensure that children demonstrate high levels of engagement, develop their communication skills and embed their learning so that they know more and remember more.

Our school assessment systems will be used by the children and staff to reflect on the progress that is being made over time. The learning and outcomes are monitored and feedback is given around what is going well and what are the ways to grow. Leaders in school will evaluate progress that has been made and the impact of the curriculum to ensure all pupils, including the most disadvantaged and pupils with SEND have been given the knowledge and cultural capital they need to succeed in life. The quality of education will be evaluated to ensure that it enables children to achieve the highest standards and supports them in being confident, resilient, self-motivated independent learners with the skills to be a lifelong learner.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Teaching, Learning and Assessment policy
- SEND policy and information report
- Pupil Premium Policy
- Relationships and Sex Education Policy
- PSHE Policy
- Equality information and objectives