



Seamer and Irton CP School Curriculum Policy

Policy name	Curriculum Policy
Frequency of review	Biennial
Governor lead	Helen Mallory
Lead member of staff	Robert Webb
Reviewed on	June 2024
Reviewed by	Governing Board
Next review	June 2026

1. Curriculum aims

Our curriculum intent:

- Provide a broad and balanced education for all pupils
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support in areas of the curriculum
- Support pupils' spiritual, moral, social and cultural development
- Provide all pupils with every opportunity to achieve their full potential
- Promote the highest standards of work, behaviour and attitude towards learning
- Value and celebrate diverse backgrounds
- Promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school and in the wider world.
- Equip pupils with the knowledge and cultural capital they need to succeed beyond school in a modern, global society.
- Support pupils' physical development and responsibility for their own health, and enable them to be active

2. What is a curriculum

A curriculum is a carefully sequenced programme of learning which should reinforce and build upon prior learning and increase in cognitive complexity. This means it should widen out and deepen as the child moves through the school, revisiting concepts in greater depth, exploring more complex concepts and laying the foundations for future learning and opportunities.

Our curriculum is underpinned by four key principles: Knowledge, Skills, Vocabulary and Personal Development; the school's Ethos; Mission Statement; and values; and forms the basis for our pupils' learning and their experiences during their time at Seamer and Irton CP School. We ensure that learning at Seamer and Irton CP School broadens the values and opportunities of every child as they grow and develop. We are proud that our curriculum goes beyond the requirements of the National Curriculum and encompasses creative, cultural and sporting opportunities.

These are the main beliefs and aims of our school, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures
- We value the spiritual and moral development of each pupil as well as their intellectual and physical growth

- We value our local community and the importance of each person in our community. We organise our curriculum so that we promote co-operation, respect and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the children in our school.
- We value our environment, and we aim, through our curriculum, to teach respect for our world and how we should care for it for future generations, as well as our own.
- We value parents and work in partnership with them to enrich the curriculum.

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 dis-apply 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 SEND

3.3 Subject Leaders

The role of the subject leader is to:

- provide a strategic lead and direction for their 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

All subject leaders produce a carefully sequenced long-term overview for their subject. This indicates what topics are to be taught each half-term in key stage 1 and key stage 2, building on the learning which takes place in EYFS, this ensures that all children experience the full range of subjects and programmes of study set out in the National Curriculum.

Foundation subject leaders also ensure all relevant curriculum intent is in place to ensure coverage and progression of the foundation subjects. Subject leaders ensure learning outcomes are well sequenced; build on prior learning; provide ambitious vocabulary which children should learn; and key knowledge that children should be taught. This is part of the Learning Journey.

The following policies are displayed on our website and provide further, subject-specific detail about how the core subjects are planned and delivered:

- English
- Maths
- Science
- Computing
- RE
- EYFS
- RSE

The EYFS Curriculum is based on the Statutory Framework for Early Years Foundation Stage and is overseen by the EYFS lead and senior leadership team. More information about the EYFS Curriculum can be found in the EYFS section of the school's website.

3.4 Class Teachers

Class teachers use the long-term overviews and curriculum intent provided by subject leaders to produce cross-curricular, topic-based, long-term and medium-term plans to ensure coherence and full coverage of all aspects of the National Curriculum and early learning goals, and to ensure planned progression in all curriculum areas.

Each half-term is the beginning of a new learning journey. Each learning journey begins with a launch event and is boosted by a trip; event; or visitor later in the half-term. Each learning journey ends when it reaches its destination.

Short-term plans are those that our teachers write on a weekly or daily basis. Teachers use these to set out the learning intentions for each session and to identify what resources and activities staff will use in the lesson.

4. Inclusion

Subject leaders have ensure subject-specific provision maps are in place for their subject. These provision maps outline how the curriculum may be adapted to meet the needs of pupils with SEND. The school's whole-school provision map outlines what support is available for pupils at Seamer and Irton CP School along with ordinarily available provision map. Both of these documents can be found in the SEND section of the school website. 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 set high expectations for every pupil. They plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers use appropriate assessment to set targets, which are deliberately ambitious. The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it is necessary to adapt the curriculum to meet the needs of individual children, then

we do so in consultation with the child's parents where appropriate. If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice [2015]. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the usual class organisation through adaptive teaching strategies.

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.

5. Monitoring arrangements

Planning is monitored by the senior leadership team and by middle leaders to ensure that planning is current and used as a working document. Book scrutinies are also carried out to ensure coverage and clear progression is evident in books. Book scrutinies 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 senior leadership team and middle leaders also conduct learning walks and pupil conferencing throughout the year to ensure there is a broad and balanced curriculum being delivered to the children. Subject leaders also monitor the way in which resources are stored and managed. The senior leadership team and subject leaders feedback to staff about their monitoring so that strengths can be shared amongst staff and development points acted upon.

Each subject has link a governor. Link governors liaise with subject leaders and are responsible for monitoring coverage of National Curriculum subjects and compliance with other statutory requirements relating to their assigned subject. Monitoring by governors is conducted by school visits which may include learning walks, pupil conferencing, meetings and presentations by subject leaders and senior leaders (see Quality of Education Governor Visit form below).

The impact of the curriculum on Children's learning is also monitored through a rigorous assessment and monitoring schedule produced by the assessment coordinator. Assessments are based on results from tests and teacher judgements. Information about children's knowledge and progress and attainment gained from these assessments is used to adjust and adapt the curriculum where necessary to ensure that all children reach their full potential.

6. Equalities Statement

We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful and we provide equal opportunities for all the children in our school.

This policy has been assessed by the full governing board to ensure that it does not have an adverse effect on race, gender, or disability equality.

Appendix A - Quality of Education Governor Visit

Subject: _____

Date: _____

Governor: _____

Subject Leader/Specialist: _____

Rigour

	Yes	No
Are subject leaders following the National Curriculum?	<input type="checkbox"/>	<input type="checkbox"/>
Does the subject leader have a clear statement of intent which states what we teach, why we teach it and how we intend to prepare pupils for their future?	<input type="checkbox"/>	<input type="checkbox"/>
Does the subject leader have a clear strategy for the teaching and learning of their subject and do staff know what this is?	<input type="checkbox"/>	<input type="checkbox"/>
Do knowledge organisers provide enough detail to ensure that everyone understands the curriculum content for their subject?	<input type="checkbox"/>	<input type="checkbox"/>
Do subject leaders ensure accurate and robust language and vocabulary is developed within their subject?	<input type="checkbox"/>	<input type="checkbox"/>

Sequencing

	Yes	No
Are topics planned effectively and logically to ensure progression from year to year?	<input type="checkbox"/>	<input type="checkbox"/>
Are the objectives on each knowledge organiser sequenced logically?	<input type="checkbox"/>	<input type="checkbox"/>
Can subject leaders describe how each topic develops prior learning and informs future and topics?	<input type="checkbox"/>	<input type="checkbox"/>

Cohesion

	Yes	No
Are the subject leader's long-term overview and knowledge organisers linked to other subjects?	<input type="checkbox"/>	<input type="checkbox"/>
Are there common threads that link learning and that are revisited across topics and year groups?	<input type="checkbox"/>	<input type="checkbox"/>

Scope

	Yes	No
Do the topics interest and challenge pupils? How do subject leaders know?	<input type="checkbox"/>	<input type="checkbox"/>
Do pupils remember the content they have studied?	<input type="checkbox"/>	<input type="checkbox"/>
Can the subject leader describe how data is collected and what it tells them about their subject?	<input type="checkbox"/>	<input type="checkbox"/>

Comments/Actions required:

Appendix B - Quality of Education Governor Visit

Subject: _____

Date: _____

Governor: _____

Subject Leader/Specialist: _____

Purpose of visit

Summary of visit

Comments/Actions required