

Curriculum Policy

Good people, doing well (*Titus 3:14*)

Aim

Our school curriculum is designed to provide a broad, balanced and relevant curriculum for OUR children so that they flourish, according to our school vision.

We aim to deliver the STAR Multi-Academy Trust curriculum principles, that our pupils will learn to become:

- Physically and mentally healthy
- Informed risk-takers, problems solvers and critical thinkers
- Articulate communicators
- Reflective, resilient and able to self-regulate

Through our curriculum, we will improve pupils' ability to interact with other and contribute positively to society. We will empower them with the knowledge and skills which will equip them for life.

We aim to provide an education which is:

- Inspiring and interesting - promoting a love of learning for its own sake
- Aspiring – enables the children to achieve the highest personal standards
- Creative – incorporating all learning styles and methods
- Relevant – is accessible to all our children in a meaningful way
- Broad – focuses on the education of the WHOLE person
- Inclusive of all learners

We believe that school and learning should be fun. Children and staff should be happy, challenged and fulfilled. We believe that this can be achieved alongside rigour and raising standards.

Our principles

Our first priority is reading. We unashamedly make this prominent throughout the curriculum. We know that if children become confident readers who are able to recognise and comprehend words, they are successfully equipped to access a broad curriculum. We aspire to ensure all our children develop fluency and confidence in reading as soon as they can.

Beyond reading, we are committed to a curriculum that is purposeful, meaningful and interesting; a curriculum which is sufficiently broad to engage the full range of pupils' intelligences by extending and deepening the range of experiences offered to them. Our curriculum in KS1 builds on the child-initiated ethos of the Early Years Foundation Stage principles. Their questions, interests and ideas are therefore utilised to develop and enhance planned learning experiences.

Our schools have always adhered to the philosophy that the curriculum should facilitate both excellence and enjoyment. We endeavour to establish a clear context for learning so that children understand how and why that learning is relevant and appropriate for them. Our curriculum meets statutory requirements and helps our pupils to develop essential

knowledge, skills and understanding across all subject areas, including SMSC and British Values, so that they become effective lifelong learners and members of our community.

Planning

We work together to ensure that children in the Foundation Stage follow the statutory guidelines for EYFS. We have a planned phonics curriculum following the 'Sounds Write' programme that develops children's understanding of early reading and ensures that they become confident in decoding and comprehending vocabulary.

Both Key Stages receive their full entitlement to the content in the STAR MAT agreed curriculum progression framework, ensuring coverage of the statutory National Curriculum and the locally agreed syllabus for R.E. We have a two-year rolling programme that ensures breadth and coverage of the full curriculum, and allows teachers to plan collaboratively.

Our rolling programme is a coherent and balanced plan which ensures coverage of knowledge and skills in every subject. Staff teach the agreed body of knowledge to the children in their class, making adjustments where necessary to meet individual needs.

Medium Term plans provide the detailed learning objectives and activities for each subject, built progressively in 'steps' towards an end point. Expected learning outcomes are grounded in an expectation of achieving key knowledge, skills and understanding to enable children to progress with their learning.

Short Term plans are the teachers' daily or weekly plans which are for their personal use. These cross reference to Medium Term Plans to ensure rigour, coverage, pace, progress and depth of learning.

Teachers use learning objectives and expectations for their year group in their own planning, and understand how to broaden and deepen learning in order to ensure children make progress and achieve highly. Sometimes, objectives from other year groups will be used as a guide to meet the needs of individual learners.

Subjects are not always taught weekly; a professional judgement is made whether the subject is taught in blocks of time or in regular lessons. We ensure that the curriculum is planned to cover pupils' entitlement to all the agreed content during the course of a year and Key Stage, and teachers use time effectively to cover each subject matter in a manageable and meaningful way. We do not necessarily teach every subject each term, but will ensure that children receive their full entitlement during the Key Stage.

We encourage children to take an active role in influencing the curriculum and plans can be changed and adapted to meet the interests and needs of the children.

Our Agreed Curriculum Content

The curriculum provided for our learners will cover the following National Curriculum subjects:

English

Mathematics

Science

Computing

Design Technology

Geography

History

Art & Design

Modern Foreign Languages

PSHCE

PE – *Note - we have chosen not to teach swimming due to constraints of time and resources. However, this is revisited annually and lessons will be provided if there is deemed to be sufficient need.*

Music – *In addition, we teach 'Young Voices' songs to pupils in Year 5 every year, and they participate in the performance. We also provide the opportunities for children to learn a range of instruments taught by peripatetic teachers during the school day.*

Themed Days

The aim of whole-school theme days is to establish a common purpose throughout the school, develop staff strengths and expertise, exemplify a lively curriculum to children and their parents, and for all involved to have some fun. All the work will follow the common theme and focus on creativity and imagination.

Enrichment and Extra-Curricular Activities

Where possible and appropriate we invite musicians, artists, authors and other experts into school to work with the children and enliven the curriculum. Visitors can often broaden the curriculum and make links between subjects clearer. Children/classes may be taken out of school to visit particular appropriate exhibitions, museums, places etc pertaining to their curriculum. This enables us to enrich cultural capital.

Children in Year 4 follow the Archbishop of York's Young Leaders programme to enhance their PSHCE learning, and develop their leadership skills.

Each year, we plan time for our children to do productions for parents. These cover a range of curriculum areas and give purpose to activities in English (speaking & listening), music, and art.

Our schools provide additional activities outside school hours. These may take place at different times of the year or for short periods and may be run by teachers from the school or outside agencies.

We use support from parents (for example, as parent readers) and our PTAs to enrich the curriculum through sharing of skills and expertise, or resourcing.

Spiritual, Moral, Social & Cultural

Spirituality is woven throughout our curriculum, as teachers plan lessons that enable children to deepen their spiritual understanding in line with our agreed policy. This goes beyond RE lessons and collective worship. We also provide experiences and opportunities throughout the curriculum to develop a comprehensive understanding of fundamental British Values.

We teach children a range of social skills and knowledge of different health and cultural issues through curriculum themes as well as PSHCE lessons. We undertake mindfulness and wellbeing activities. Philosophy and the development of 'thinking skills' may be incorporated into our planning.

Monitoring and Evaluation

The Executive Headteacher has the overall responsibility for the quality of provision for learners and the outcomes in terms of both attainment and progress. Monitoring and evaluation tasks will be undertaken by SLT to ensure appropriate adherence to agreed policies. Subject Leaders monitor coverage and progression by analysing medium term planning and the standards attained by learners in their subject.

Leaders provide regular evaluations for the LGB in order to celebrate strengths and identify aspects for improvement.

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