



Edleston Primary School

Denver Avenue

Crewe

CW2 7PX

01270 910325

Curriculum provision Policy

Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
 - 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, with high expectations for every pupil and appropriate levels of challenge and support
 - Our children develop skills whilst fully engaged in the curriculum, are involved in the process of education and celebrate each other's successes.
 - Enable children to fulfil their potential, that they have high expectations and are ready for the challenges ahead [including promoting the learning and development of our youngest through to our oldest pupils to ensure they are ready for Key Stage 1/3 and beyond]
- Develop the skills that children need in order to make positive contributions to the wider community
- Promote tolerance, understanding and respect
- Provide opportunities for our children to challenge what they know.
- Promote independent learning
 - Encourage critical thinking, building an enquiring mind and curiosity to follow the journey of learning.
- Strengthen confidence and assertiveness and be proud of their achievements
- Promote healthy lifestyles by being active and ensuring positive mental wellbeing

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](#).~~

Roles and responsibilities

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

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

Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy through their roles as middle leaders/subject leaders.

Organisation and planning

We have one single age-class for each year group and the staff involved plan meticulously to meet the varying needs of the pupils and to satisfy the requirements of the National Curriculum. Each subject area is well planned and monitored to ensure progression and continuity of learning for all pupils across the school. How and what is taught is shared with parents by the class teachers in a meeting at the beginning of the school year and via termly curriculum newsletters. Each area of the curriculum has a policy document and these are available to all parents on the school website.

Teachers may work with their own class or they may work with children from the whole key stage. There are times when an individual child or a small group of children may work with a teacher or learning support assistant away from the classroom.

The National Curriculum and organisation of Learning

At Edleston Primary School the programmes of study for all the compulsory subjects of the National Curriculum are followed.

The teaching and learning for the Early Years Foundation Stage is organised into areas of experience rather than individual subjects. These areas are as follows:

Communication, Language and Literacy
Mathematical Knowledge
Knowledge and Understanding of the World
Physical Development
Creative Development
Personal, Social and Emotional Development

The teaching and learning for Key Stage 1 and 2 consists of 10 subjects which make up the National Curriculum. These are:

English
Mathematics
Science
Information and Communication Technology (ICT)
Design
History
Geography
Music
Art
Physical Education

And in Key stage 2 pupils also learn a Modern Foreign language (MFL). In this school the language taught is French.

Sex and relationship education (SRE), Spiritual, moral, social and cultural development (SMSC) and British values are embedded throughout the curriculum. Religious Education (RE) is taught following SACRE guidance.

Please also note the following: Parents have a right to withdraw their child from Religious Education. Parents are requested to write to the Headteacher to request that a child does not take part in Religious Education lessons. Children would still take part in daily assembly but not the part that is concerned with a corporate Act of Worship. Parents are also entitled to withdraw their child from Sex Education but not the part of this that is covered by the Science Curriculum. Parents should again put this request in writing to the Headteacher.

The swimming programmes of study are covered in this school at year 4 and year 5.

Our creative curriculum is linked to half-termly themes derived from quality texts which are our curriculum drivers. We have created bespoke curriculum overviews, ensuring coherence and progression in both knowledge and skill development across all year groups in every subject. These have been designed to maximise opportunities for purposeful links between different subject disciplines whilst ensuring that each subject in the National Curriculum is taught discretely and effectively. Our timetable is carefully structured and includes both blocked and spaced learning to ensure efficient use of resources and the retention of knowledge and skills. We have made links to our local communities and cultural development to meet the needs of our pupils and their context. Our curriculum for each year group is shared on the website for parents to access.

All children have a daily Maths and English lesson. Maths and English are also taught through other subjects as part of our cross curricular topics. In addition, Y1 and Y2 also have a weekly

extended writing lesson. In KS2, writing forms part of every English lesson and at the end of each two/three week writing unit, children present their 'proud piece' of writing (which has been edited and improved over the course of the unit).

Each Friday we use the Assertive Mentoring Skill checks in our Super SPAG and Mega Maths lessons. Children are grouped by ability across the year groups and are taught in smaller groups at their 'level'. The skill checks are analysed and provide diagnostic information for teachers to plan based on weaknesses and misconceptions. This ensures skills keep being revisited and enable them to become embedded and aid the pupils to transfer them.

Read Write Inc (RWI) is taught in the Foundation Stage and KS1. Where appropriate, those children who are not secure with their phonics in KS2, may also take part in RWI.

Our approach to the early teaching of reading is through RWI and group guided reading lessons. We also have targeted individual programmes, where appropriate, for children who have not yet achieved in read their full potential in reading.

The school has a computer suite. There are also mini banks of ipads around the school. Computers are used to teach computing skills but also to enhance learning across the curriculum. Children have timetabled lessons to be taught computer skills but also apply those skills in other subject areas. Ipads are used regularly by KS2 pupils. Information technology also facilitates children using many other equipment such as cameras, visualisers, recording and sound equipment

Assessment

Children's progress is assessed the National Curriculum and will be formally reported to parents in three Parent Consultation meetings per year and one written report. Informal consultations may take place at other times. We also arrange sessions where parents can come and look at their own child's work with their child acting as a guide.

Enriching and Extending Learning

In addition to the compulsory National Curriculum Programmes of Study, the school has a comprehensive programme of enrichment activities. These include:

- Residential trips
 - A programme of day trips, visits and visitors in every year group - we aim for at least one per term in each year
- Opportunities for visitors to present to school eg POP project, visiting authors
- Clubs and groups that meet at lunchtimes and before/after school
- Cycle training and First Aid training
- Themed days such as World Book Day
- Blocks of learning eg History week
- Inter school activities with local secondary schools/colleges
- Children's Involvement in their Learning

Wherever possible the school looks to involve children in their own learning. The school considers that this motivates and inspires children to achieve their best and to develop positive attitudes to future learning.

See our EYFS policy for information on how our early years curriculum is delivered.

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, 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, and in our SEN policy and information report.

Monitoring arrangements

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

- School visits,
- meetings with the school parliament,
- sharing children's work
- feedback from staff.

Learning is monitored by the Leadership team and subject leaders across a variety of methods including:

- work scrutinies,
- learning walks,
- pupil interviews,
- analysing data.

Links with other policies

- EYFS policy
- Assessment policy
- Curriculum area policies eg English, Maths etc
- SEN policy and information report
- Marking and feedback Policy