

Curriculum Policy

St Ethelwold's VA School



Approved by: [Name]

Date: [Date]

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1. Aims

Our curriculum aims to:

Provide an education in line with our denomination as a Voluntary Aided School of the Church in Wales

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

Engage pupils through interesting topics and hands-on activities

Make meaningful links between subjects and make effective connections to the real world

Help pupils to think creatively and solve problems

Develop pupils' capacities to work independently and collaboratively

Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support

Promote the learning and development of our youngest children and ensure they are ready for statutory schooling

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in Wales 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 Additional Learning Needs (ALN)

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

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 ALN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

At St Ethelwold's VA School, subject and phase leaders with particular responsibility are:

- RE & Collective Worship Mrs Yvonne Parry
- Foundation Phase Mrs Rebecca Ellis
- Literacy Mrs Rebecca Ellis
- Numeracy Mrs Lianne Blackburn
- Welsh Mr Andrew Griffith
- ICT/DCF Mr Andrew Griffith
- ALN Mr Paul Oliver

4. Organisation and Planning

Curriculum Approach

At St Ethelwold's VA School we take a thematic approach as there is evidence that teaching subject knowledge and skills as part of a wider topic based curriculum allows pupils to make links between areas of learning and consolidate skills. Children are also likely to find their passions and interests. We promote a positive attitude towards learning, so children enjoy coming to school and help children to acquire a solid basis for lifelong learning. Our curriculum design gives each class the opportunity to cover a broad range of

themes and subjects. Projects last either a half or full term depending on the amount of content and the children's interests.

Subjects

As core subjects, English and Maths will be taught discreetly in the morning sessions.

Literacy & Language, Literacy & Communication

Each project covers a range of reading and writing genres and, where appropriate, links to other areas of the curriculum. Spoken language is promoted throughout the curriculum and across all subjects. Spelling, grammar and punctuation are promoted throughout all writing opportunities.

Maths & Mathematical Development

Where possible, areas of maths will be linked to the thematic units to deepen learning and engagement.

Science

Science is fully embedded in the topics. Some topics each year have a science focus and others will have less of a science emphasis. Scientific enquiry is also delivered through Cornerstones Love to Investigate scheme.

Welsh and Welsh Language Development

Welsh and Welsh Language Development are given a high profile in school and are taught through Helpwr Heddiw sessions throughout school as well as discrete Welsh sessions.

Religious Education

RE is a statutory part of the curriculum and the school follows plans recommended by the Diocese of St Asaph. As a fundamental of the school, RE is taught discreetly.

History, Geography, DT & Art

The foundation subjects are integrated into the topics and form the basis of much of the cross curricular links

Music

Music is taught following a scheme (Music Express) but is also integrated into each project and provides enrichment across the curriculum.

PE & Physical Development

PE is taught discreetly, following a separate PE scheme of work

PHSE and PSD

PHSE and PSD are important aspects of our curriculum and are taught discreetly following a scheme of work. They are also taught within the projects.

ICT/DCF

The core skills of ICT are taught and integrated into the curriculum as part of project work. DCF is a new area of the curriculum and covers four main aspects of: Citizenship, Interacting & Collaborating, Producing and Computational Thinking. Skills will be taught discreetly and as part of the thematic approach.

Knowledge & Understanding of the World

KUW is fully integrated into the foundation phase thematic plans.

Creative Development

All aspects of Creative Development are fully integrated into the foundation phase thematic plans

Sex and Relationship Education

SRE is taught to all year groups as per the policy and is delivered in a 1 week block each year

Time Allocation

Each half termly topic has a lead subject and this subject has more time allocated to it over the relevant term or half term. As science is still a core subject, this will have a greater time allocation.

There is an hour per day given to each of numeracy and literacy in the juniors. Foundation Phase pupils receive 15 minutes daily phonics as well as daily focused tasks and enhanced and continuous provision in literacy and numeracy. As part of the ongoing cycle of evaluations, reading has a greater time allocation as we continue to strive to improve standards. Guided reading takes place in daily timetabled sessions and buddy reading takes place in 15 minute daily sessions.

Teachers are free to arrange their afternoon sessions to make the most of cross curricular opportunities and the needs of pupils. Sometimes subjects may be blocked over successive afternoons, to support pupils to keep focussed on concepts or to consolidate skills and to allow practical work to flow. Other areas might depend on hall/room bookings and happen at a regular time each week.

Planning

Planning for each topic should comprise of the following:

Long Term Planning

A key stage relevant topic grid which shows all the topics for all of the classes in the school over a 2-4 year period

Year Group Planning & Medium Term Plans

All planning should start with the relevant curriculum documents as follows:

FP Framework for Learning

The National Curriculum

The English Programme of Study from the Curriculum for Wales

The Maths Programme of Study from the Curriculum for Wales

The Digital Competence Framework

Sex and Relationships Education

Skills and objectives should be fitted into a half termly or termly topic plan under the headings of the relevant framework and as outlined above.

Subject Medium Term Plans for literacy and numeracy should show intended coverage over the course of a term or half term

Where a subject is taught discreetly, a separate MTP should be produced.

Half Termly and/or Weekly Plans

Half-term overview

Maximise cross curricular links, support progression through a subject and take into account trips, visitors and other school events

This plan will help teachers to plan a realistic amount of work over a half term

This week by week plan is where Learning Objectives will be developed alongside activities and other areas highlighted by the monitoring cycle

Structure

Our curriculum is built on The Four Cornerstones of Learning – Engage, Develop, Innovate and Express. These are four distinct stages that actively promote children’s learning and thinking. Each Imaginative Learning Project (ILP) begins with a memorable experience that stimulates children’s curiosity and prepares them for a new theme. A memorable learning experience often involves an educational visit or visitor coming into school to share their expertise with the children.

The Four Cornerstones of Learning

The focus for teaching and planning in each Cornerstone is as follows:

Engage

Hook learners in with a memorable experience

Set the scene and provide the context

Ask questions to provoke thought and interest

Use interesting starting points to spark children’s curiosity

Develop

Teach knowledge to provide depth of understanding

Demonstrate new skills and allow time for consolidation

Provide creative opportunities for making and doing

Deliver reading, writing and talk across the curriculum

Innovate

Provide imaginative scenarios for creative thinking

Enable and assess the application of previously learned skills

Encourage enterprise and independent thinking

Work in groups and independently to solve problems

Express

Encourage reflective talk by asking questions

Provide opportunities for shared evaluation

Celebrate success

Identify next steps for learning

Subject Areas

Pupils will be encouraged to make links between subject areas, and sometimes be working on more than one subject at the same time. Staff will make the subject links clear at the start of each lesson.

Learning Objectives & Success Criteria

Teachers will make learning intentions clear during each session or lesson, and co-construct success criteria with pupils and refer back to them as necessary.

Marking

Written or verbal feedback is given on every piece of work in line with the success criteria for the activity. Clearly defined next steps will be presented to pupils.

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 ALN

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with ALN 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 ALN policy.

6. Monitoring arrangements

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

- *school visits to talk with pupils*
- *school visits to conduct learning walks*
- *meetings with the school council*

Heads of department/subject leaders/curriculum leaders monitor the way their subject is taught throughout the school by:

- Planning scrutiny
- Learning Walks
- Lesson Observations
- Work Scrutiny

Heads of department/subject leaders/curriculum leaders also have responsibility for monitoring the way in which resources are stored and managed.

7. Links with other policies

This policy links to the following policies and procedures:

- Foundation Phase Policy
- Assessment policy
- ALN Policy
- Equality information and objectives