



**Newburgh**  
Primary School

# Curriculum Policy

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## Change Notes

<b>Date</b>	<b>Section</b>	<b>comments</b>
17.02.21	New policy	Written by KT
29.08.23	Planning, implementation and impact	Written by KT

## Curriculum Policy

### 1 Intent

Newburgh Primary school offers the children a broad and balanced curriculum that is coherently planned and sequenced towards accumulating sufficient knowledge and skills for future learning, based upon the National Curriculum. Our curriculum is constantly evolving to allow the children a wide range of experiences to extend their understanding of themselves and the world in which they live.

The curriculum is designed to contribute to their spiritual, moral, social and cultural development and provide opportunities for the development of personal skills such as resilience, cooperation, tolerance, independence and organisation. We support pupils' physical development and enable them to become active individuals with a growing responsibility for their own health and well-being.

Developing positive attitudes towards their learning and seeing everyone as a learner and every experience as a learning opportunity is an important aspect of the ethos. We expect the curriculum to help children develop as enthusiastic, independent and self-disciplined learners who have a sense of pride and respect for their work, their peers, their school and the wider community and strive to achieve their best.

Within this broad and balanced curriculum an emphasis is placed on ensuring the children will be highly literate, numerate and articulate, and equipped for life in a sophisticated and technological society.

We believe that effective learning takes place when there is active involvement, opportunities to talk imaginatively and clarify thinking and where meaningful connections are made across subjects.

We are committed to a culture that promotes a positive and inclusive approach at all times. Lessons are planned to ensure that there are no barriers to every pupil achieving their personal best.

### 2 Implementation (How do we teach this?)

The curriculum policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

We ensure that we provide a broad and balanced curriculum which uses a thematic approach where appropriate. Subject leaders develop a long-term plan which map out the progression of the substantive and disciplinary knowledge within their subject area from EYFS to Year 6 to ensure children build on prior knowledge and are given opportunities to deepen this knowledge.

English subject leaders map the rich, quality texts that are used as drivers of the curriculum and ensure that a breadth of reading material is available to broaden and enrich their experiences. English is at the heart of the curriculum; reading and writing opportunities are planned to build upon their knowledge and to apply their knowledge in all subject areas. Discrete phonic, spelling, handwriting and grammar lessons teach children the knowledge they require to read and write.

Maths is taught daily and where appropriate teachers plan opportunities for children to apply their mathematical skills across other subject areas.

All subject leaders ensure that staff develop a strong subject knowledge of the content to be taught, the ways children think about this content, current teaching methods to ensure children do not become cognitively overloaded and how to identify children's common misconceptions. Subjects may be blocked on the timetable or taught weekly over each half term to ensure that children experience a broad and balanced curriculum.

### **3 Planning**

Subject leaders plan Long Term Maps for the progression of knowledge within their subject, based upon the National Curriculum programmes of study and using their expertise to deepen and enrich the curriculum for our children.

The substantive and disciplinary knowledge that is taught within a year group is drawn together in the Yearly Overviews. Year group staff develop a long-term plan that details how and when the subject knowledge will be taught to the children over 6 half term units. Each unit has a philosophical question to engage the children with their learning and to relate this learning to their lives.

Subject leaders and year group staff ensure that the delivery of each subject is coherently planned and sequenced towards accumulating sufficient knowledge and skills for future learning.

Each half term year groups produce a medium-term plan which sets out the knowledge to be taught across subjects.

Weekly planning is written by the teachers to inform all staff of the learning intentions to be covered in each lesson; the activities planned to facilitate this learning and the differentiation identified to support their cohort's specific needs.

### **4 The Foundation Stage**

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage (EYFS), published in July 2020 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Please read the EYFS policy for more details and information.

## 5 Inclusion

The curriculum policy reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

Teachers have high expectations for every pupil. 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 teaching staff are well-equipped to do so.

Teachers plan work for pupils whose attainment is significantly above the expected standard that encourages deeper thinking using higher order thinking skills. This may take the form of varied questioning, abstract thinking, problem solving and investigations, independent enquiry and high quality feedback with ambitious targets.

We have systems in place to identify and monitor children should they have or develop barriers to their learning journey. This is then supported with specific interventions to help overcome or develop strategies to support learning and personal development.

We have a well-established practice of personalised and differentiated learning to support all children in school. Where children are specifically identified with additional needs we have policy and procedure in place that follows the SEND Code of Practice.

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.

## 6 Impact – How do teachers monitor and assess this?

Teachers use a range of assessment methods both formative and summative to assess the children's understanding and application of a concept. Assessment is used to inform teaching and ensure that learners remember in the long-term concepts, use knowledge fluently and embed their application of skills.

Formative assessment may include quizzes, observing pupils in class, mind maps, talking to pupils, questioning and scrutiny of pupils work.

Summative assessment takes place in school in line with statutory requirements at the end of each Key Stage and to ensure we can track children's progress between these Key Stages.

Assessment in foundation subjects is managed by the class teacher as to whether the child has achieved specific National Curriculum objectives relating to that unit of work. This assessment is present in the children's books so that they and others can recognise their achievements and know what objectives they still have to achieve. Following each unit of learning teacher's record children's individual achievement in all subjects on the school assessment system. Subject leaders have access to the assessment system so that they have an overview of the attainment levels across school in their subject for all groups of children.

More detailed information on assessment can be found in the assessment policy.

## **8 Enrichment**

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. At Newburgh we have outlined a number of enrichments that we feel all children should experience as part of their educational journey. These have been carefully crafted into the curriculum offer in different year groups, for example; Y2 children will visit a beach and build a sandcastle; Y3 children will cook marshmallows over an open fire and; Y6 children will scramble through a cave. Our successful enrichment programme draws upon a wide range of adult skills and is offered through school trips, visiting specialists and themed days and weeks.

### **Trips and Visits**

We plan a series of trips each term for each year group and these are communicated to parents at the start of the academic year. The trips are directly linked to our topic work and broaden their knowledge of their immediate vicinity and local area. For example: Year 2 visit St. Johns Museum or Warwick Castle, Year 4 visit the Roman Lunt fort and Y6 visit Coventry cathedral.

We have strong links with the Royal Shakespeare Centre as part of our work as a Lead Associate School. Each year the whole school studies a Shakespeare play and performs this play as a school. Year 5 children take part in the Playmakers Festival where they perform on the RSC stage with other children from RSC Associate Schools.

Each year we plan residential trips for our Year 5 and 6 pupils. Our Y5 children stay away from home for 3 days and 2 nights on an activities holiday, in preparation for their week away in Wales in Y6.

### **Themed days and weeks**

Each year staff will plan whole school events that are current to local or national events. These may also promote a different way of learning in a subject area and be used to raise the profile of certain subjects, e.g. Music Day.

Each year World Book day is used to promote reading and a love of books through the Newburgh Book Festival. In the summer term we host a Farmer's market which promotes growing and cooking in school.

### **Extra-curricular activities**

A range of appropriate clubs are offered both before and after school for EYFS, Key Stage 1 and 2 pupils. Some of these clubs are offered to all pupils and some to support specific pupil development.

We have a number of sports coaches alongside the offer from our own staff that allows the school to offer football, tennis, athletics, netball, cross-country and multi-sports clubs. We enter and win a range of Warwickshire inter-school competitions.

We also have active boys' and girls' choirs and an orchestra which we encourage all children to join, that have performed in local venues. From Y3 children can choose to learn how to play an instrument.

Our Eco-Committee, which has members from each year group, is responsible for arranging a variety of activities for pupils of all ages. These range from planting and gardening help to eco-detective work to encourage waste and energy reduction.

Alongside these clubs, staff and parents will offer a variety of other clubs that share their skills and interests with the children. These could include sewing, chess, graphics, computer coding, film, gardening and well-being.

## **9 Monitoring and review**

### **The governing body**

The governing body will monitor the effectiveness of this policy and hold the headteacher 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;
- 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;
- the school participates actively in decision-making about the breadth and balance of the curriculum;
- the school 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 body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- the governing body 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.

#### **Subject co-ordinators and SLT**

Our staff are placed in subject groups which allows staff to collaborate and lead on subject areas in school. They support the Headteacher's vision, ethos and policies of the school and provide support for staff in implementing the Learning Improvement Plan.

The role of the subject leader is to:

- create a yearly action plan that reviews the curriculum and plans for improvements in the subject;
- attend CPD and keep up to date with developments in the subject at both a national and local level;
- disseminate this knowledge to staff through leading staff meetings and/or through informal discussions to support staff development leading to improvements in children's attainment and progress within the subject area;
- review the curriculum plans for the subject, ensuring that there is full coverage of the National Curriculum, learning intentions are clear and a progression of skills and knowledge is planned and seen within the children's work;
- update the policies and LT plans for the subject area in light of new CPD or changes in national or local requirements;
- have an overview of the standards of attainment and progress of groups of children in this subject area;
- keep records of monitoring completed which can be used to provide Governors and external bodies with a snapshot of the subject area and the direction this is headed.

The leadership team work with subject leaders throughout the year to ensure that a broad and balanced curriculum is being delivered to all children. They will provide support to ensure that subject leaders have both the time and skills to complete the role.



SLT and subject leaders feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.

## **10 Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy
- Other curriculum policies, including Maths, English, Science and foundation subject policies.
- RSE policy
- PSHE policy
- British Values policy

**Signed:**

**Date:**