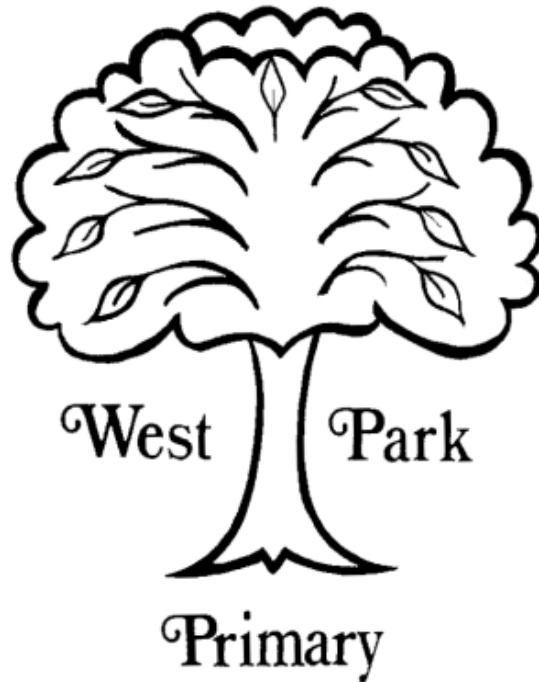


# Curriculum Policy

## West Park Primary School



**Approved by:** Governors

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## Contents

1. Intent.....	3
2. Implementation.....	3
3. Impact .....	5
4. legislation and guidance.....	4
5. Roles and responsibilities .....	4
6. Inclusion.....	5
7. Monitoring arrangements .....	6
8. Links with other policies.....	6

## **1. Intent**

The school adopts a Visible Learning approach and strives for children to be active, self-aware and resilient learners who reflect, question, wonder, think, connect, and are determined to be the best they can be. Through our respect agenda, we are committed to celebrating diversity and promoting inclusivity and equality of opportunity for all.

At West Park we follow National Curriculum guidelines but see the curriculum in its widest sense and have developed knowledge-rich and skills based learning alongside all other aspects of school life inside and out of the classroom.

We aim to:

- Provide a broad, balanced and exciting education for all pupils, based on prior learning, so that they are eager to come to school every day
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to retain the knowledge through on-going retrieval practice across all subjects, and ultimately to master so that they can teach others
- Promote excellent attitudes towards learning where pupils seek feedback and strive to be the best they can be
- Use our West Park learning dispositions to develop curious, resilient, creative, reflective and collaborative learners
- Ensure equal access to learning, with highest expectations for every pupil and appropriate levels of challenge and support
- Develop passionate readers
- Support all learners with a planned language rich curriculum
- Further develop cultural capital, enrich and enhance learning through trips and first-hand experiences including visiting experts in all curriculum areas into school
- Equip children with a wide variety of computing skills in preparedness for future jobs/digital era
- Support pupils' spiritual, moral, social and cultural development and embed the school values – respect, aspiration, resilience and integrity
- Support pupils' physical development so that they are active and healthy
- Make sure children are safe and happy, develop excellent inter-personal skills, and able to manage the challenges and opportunities of living in modern Britain

## **2. Implementation**

- The engaging curriculum is planned strategically for every year group, with maximum creative connections made across curriculum areas by each teacher to enable pupils to make links in learning and deepen knowledge, skills and understanding
- All subject leaders have developed knowledge rich, skills-based spiralled curriculum which is in place for each year group, and lead effective assessment systems that ensure that pupils of all attainment levels are accurately assessed and challenged; language is prioritised and mapped across subjects
- The whole school implements a Maths Mastery approach
- The curriculum is adapted for school needs including prioritising language development in all curriculum areas due to high proportion of EAL pupils at varying stages of learning English, the setting is a School of Sanctuary and pupils are trained to be Young Interpreters

- Subject leaders write a detailed policy and actively promote this with colleagues, and long term plans and skills progression ensure progress within and across year groups
- The curriculum includes/promotes:
  - Sex, relationship and health education
  - Online safety
  - Spiritual, moral, social and cultural development in all aspects of school life
  - British values in all aspects of school life
- We plan for progress! Teachers work from long term plans and use sharp assessment for learning, and assessment of learning, to develop medium and short term plans, with the highest priority given to live feedback in lesson which can be adapted in real time so that all pupils made progress
- West Park is a Visible Learning school which aims for all children to be feedback seekers, and to be self-aware so that they know what they need to do in all curriculum areas to make progress; all stakeholders promote learning dispositions and create opportunities for children to develop them
- SOLO Taxonomy is used to enable children to drive their own learning so in a lesson they think more, learn more and remember more
- The school promotes teaching and learning styles that lead to high levels of engagement, including adapting where needed e.g. for cohort profile
- Each subject is celebrated
- Leaders and teachers plan range of workshops termly for parents/carers to promote high levels of engagement with learning
- A range of relevant and exciting resources are used to support and develop learning, including trips, visitors, curriculum resources and the school library. Resources are maintained and replenished to reflect curriculum requirements and to celebrate diversity in the school

### **3. Impact**

By implementing the Intent, we will have achieved the aims set out in the policy. Children will leave West Park as Visible Learners, have achieved their learning goals – our school motto is ‘Be the best you can be!’ – and will be ready for the next stage of their education and for life in modern Britain. They will respect everyone in society as equals and will choose kind in all interactions. They will be equipped to keep themselves safe and physically and mentally healthy.

Our curriculum design will lead to outstanding progress for all pupils, regardless of their starting points. Planned learning will build on prior knowledge and understanding, and support children in attaining ambitious targets in all areas.

Impact is measured in a range of ways including: end of key stage outcomes, internal school data, attendance data, pupil voice, pupil and parent/carer questionnaire, a wide range of monitoring and external visits to school.

### **4. 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](#), 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 - GOV.UK \(www.gov.uk\)](#)

## **5. Roles and responsibilities**

### **5.1 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 (School Improvement Plan updated annually)
- 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 (SEND)
- 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

### **5.2 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

### **5.3 Other staff**

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

## **6. Inclusion**

Teachers set high expectations for all pupils. SLT use assessments to set ambitious targets and teachers plan challenging work for all pupils, including:

- High attaining pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

- Pupils with multiple disadvantages
- Newly arrived pupils from other countries

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. Interventions are used to remove barriers and impact on progress.

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 support pupils including new arrivals to take part in all subjects. Rich opportunities to explore and activate language are maximised in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **7. Monitoring arrangements**

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

- Curriculum committee meetings and reports, visits to school, talking to pupils and dialogue with staff.

Subject leaders monitor the way their subject is taught throughout the school by:

- Talking to pupils, learning walks, book looks, reviewing planning, moderation, professional dialogue, staff surveys and impact cycles.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed by senior leaders in the timeframe as outlined on the front page. At every review, the policy will be shared with the full governing board.

## **8. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy, including marking and feedback
- Teaching and Learning Policy
- SEND policy
- Equality legislation