



WRAGBY PRIMARY SCHOOL

CURRICULUM POLICY

Wragby Primary School

Curriculum Policy

Introduction

The curriculum encompasses the range of planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

Aims and objectives

The aims of our school curriculum are:

- To encourage all learners to pursue their highest academic and personal potential to become confident, ambitious and lifelong learners.
- To value and encourage partnerships with both parents and the local community.
- To ensure equal opportunity for all developing openness, trust and respect enabling people to be committed and enthusiastic.
- To develop positive self-esteem and mental health; valuing the strengths that each child has, placing equal importance not only on academic achievement but also on the development of social, spiritual and emotional skills.
- To bring learning alive maximising every child's potential with inspiring teachers bringing an exciting and varied curriculum, which meets the needs of the 21st century.
- To continually raise standards to ensure all children reach their full potential. In a school with a secure, caring and supportive environment that promotes healthy lifestyles, where children feel safe and happy.

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 SEND

Subject Leaders

Subject Leaders will ensure that the school curriculum is implemented in accordance with this policy. Curriculum responsibilities are shared across subject leaders who will:

- monitor delivery of their subject,
- identify key strengths and suggest improvements for the future.
- Provide reports to Governors

Organisation and planning

Through our mission statement of 'Growing Together', we are committed to delivering a curriculum where children become confident, ambitious and life-long learners. We aim to develop our children's knowledge and skills in an environment which encourages curiosity, aspiration and a love of learning that will continue into adulthood.

Intent

Belonging Together - A curriculum that also ensures that our children feel valued, have a sense of belonging to and an appreciation of the school family.

Aspiring Together - A curriculum that inspires all of our children to have high aspirations, a burning desire to learn and to enable them to have experiences, which live with them for a lifetime.

Achieving Together - A curriculum that ensures *all* children have the knowledge, skills and crucially, the attitude to **achieve** in all aspects of their lives.

Implementation

Our curriculum at Wragby is divided into three topics per year (Autumn, Spring and Summer Term) apart from EYFS where there are six topics used to lead the learning. Our topics are varied and are subjects that our children and staff are passionate about and enthused by. These topics have been planned with the children's needs in mind, ensuring that the local community plays a part alongside the wider world. In order to broaden the children's experiences, visits and visitors are carefully planned to support and inspire the learning.

The curriculum design allows the children to connect past, present and future in their learning and to build upon existing knowledge and skills to ensure that these can be applied in all areas of the curriculum. In this respect, our curriculum allows for the accumulation of knowledge and skills, for the children to build on what they know and embed knowledge to enter the long-term memory – making

it stick! Topics are planned to ensure curriculum coherence and they motivate the children to seek patterns across subjects. Where links cannot be made, the subject is taught discretely. As part of our planning, we ensure regular recaps of subject content and opportunities to deepen the children's understanding of their learning.

Each term begins with an overarching entry point to 'grip' the children and assess the prior learning.

At the heart of our curriculum is the use of storytelling and shared reading to promote understanding. From Y2 to Y6 we have a class set of books for each topic so that children are challenged with high-level reading material following their teacher as they model reading using 'book talk'...

**'Cognitive psychology has shown that the mind best understands facts
when they are woven into a conceptual fabric, such as a narrative.'**

Stephen Pinker

Professor of Psychology, Harvard University

We use exit points at the end of each topic to showcase the learning, meaning we have a 'real life' purpose for our learning. Where possible parents are invited to exit point days to celebrate their child's learning.

Our curriculum is designed in such a way that the content is relevant to the lives of our learners, ensuring that outcomes are authentic and have an impact on the real world. Through our topic approach we ensure that each lesson maximises both learning and our vision and values. Lessons are designed to develop children's mastery of a subject. This can be through small steps or through the development of an enquiry in a lesson.

Effective questioning is a crucial component of all our lessons. Key questions are planned to encourage children to think about their learning, to reflect upon previous learning and to make connections between new and existing learning. Misconceptions are planned for.

We encourage adults and children to use both rich language and precise vocabulary linked to the subject area that they are studying so that they can understand it and can then use it to reason, articulate and make generalisations.

All staff and children use a reflective approach to each lesson to evaluate learning and to plan next steps, edit and improve their work. We follow an authoritative teaching style, which ensures that no child ends the school day with a misconception.

Staff are dedicated to supporting individual children to overcome barriers to learning, including support for social, emotional and/or academic barriers. We provide learners with the necessary tools and environments to enable them, where possible, to be flexible, choosing how, where and with whom they work.

We see ourselves as learners and the development of our learning and our parents' understanding of the curriculum is crucial to all of the key points above. We place huge importance on research and on developing new pedagogies and tools to liberate learning from past conventions to connect learners in new and powerful ways.

Advice on the delivery of key areas can be seen in the following school policies:

- Relationships and sex education
- Spiritual, moral, social and cultural development, including British Values
- British values

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

Planning

Long, medium and short plans are skills and knowledge based, relevant to the lives of our learners and support individual pupil need.

Long, medium and short term planning is thorough, identifies prior and next steps in learning and covers all legal requirements.

Knowledge Organisers support the planning and delivery of the curriculum and enable children to assess their own learning.

Assessment and Reporting

Termly assessments are undertaken in Reading, Writing, Maths, Phonics and across the EYFS scales. Assessments for foundation subjects are submitted in March and July. Staff meetings include regular moderation to ensure accurate assessment. Pupil Progress Meetings, where pupils' progress and attainment are discussed, are led by the Headteacher and involve the SEND team where appropriate. Any child that needs intervention can access our intervention programs as outlined in our provision mapping to ensure all abilities can maintain relative good progress. Termly summaries of the number of pupils at each level are reported to Governors, as are the number of 'points progress' being made by pupils within each year group, including contextual groups.

Parents are informed of pupils' progress during formal parent consultations twice yearly, and in writing at the end of the year.

Statutory reporting at the end of each Key Stage is completed as required.

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 SEND
- 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 SEND policy and information report.

Monitoring arrangements

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

- School visits, conversations with pupils, meetings with the School Council, reports from subject leaders.

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

- Planning scrutinies, learning walks, book scrutinies, informal drop ins, formal observations, conversations with children.

This policy will be reviewed annually by the Headteacher. At every review, the policy will be shared with the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- EYFS policy

- Subject Policies
- Assessment policy
- SEND policy
- Equality information and objectives

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