



Curriculum Policy

Swinderby All Saints Primary School

Approved by:

Policy Approval Panel

Date: July 2024

Contents

1. Curriculum aims	2
2. Legislation and guidance	2
3. Roles and responsibilities	2
4. Organisation and planning	3
5. Inclusion	4
6. Monitoring arrangements	4
7. Links with other policies	4

1. Curriculum aims

The School's 'Curriculum Intent' is to provide each child with a challenging, exciting and varied curriculum. It is designed to provide enriched opportunities for the children to ensure that they begin to understand the world in which they live and enable them to play their part and succeed in the multi-cultural and diverse society in which they will live as adults.

<https://swinderbyallsaints.maestro.cornerstoneseducation.co.uk/>

2. Legislation and guidance

Swinderby All Saints School:

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](#)

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

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](#).

This policy complies with our funding agreement and articles of association

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](#).

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 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

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
- 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

3.3 Other staff

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

The full-time teaching staff each have three subjects to lead each and this is reduced according to hours worked by part-time teaching staff.

4. Organisation and planning

Swinderby All Saints use Cornerstones curriculum for all subjects with the exception of Maths, English, RE, PSHE and PE. There is a two-year rolling programme designed to meet the needs of mixed year group classes that change from year to year depending upon numbers. The approach is thematic with topics being introduced through a 'hook lesson' designed to engage the learners. The topics last for half a term and have a particular 'subject driver' focus e.g Science, History etc. The subject leads plan for specific areas that can be incorporated meeting the specific needs of the school community.

English and Maths is covered through separate planning linked to the National Curriculum.

See links to other policies:

- Maths policy
- English policy

- Sex and Relationships policy
- Spiritual, moral, social and cultural policy

Staff do not have a required planning format but the expectations is that their plans are Long term, medium term and short term. These are stored weekly on the one drive, under A Staff only, Planning. Teachers also use the electronic timetable on Curriculum Maestro to plan and assess all their lessons.

The resources the teacher's use come from a variety of sources including: topic boxes, online resources, teacher's own.

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

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:

- The highest 20% of pupils
- The first 20% of pupils
- 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 SEND policy and information report.

6. Monitoring arrangements

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

School monitoring visits, talking with the children, assessments, looking at the website

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

- Such as planning scrutiny, learning walks, book scrutiny, data checks, moderation using external agencies

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

This policy will be reviewed every 2 years by The Head Teacher and KS1/KS2 Governors. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information report