

# Crocombe and Stoke St Michael Federation



## Curriculum Policy

<b>Date of Last Review:</b>	<b>April 2021</b>
<b>Next Review Due:</b>	<b>April 2023</b>

This policy is monitored by the governing body and will be reviewed every two years or before if necessary.

<b>Approved and Signed on Behalf of the Governing Body:</b>	<i>Nick Cramp</i>
<b>Date:</b>	10.5.2021

# Contents

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

## 1. Curriculum aims

### Our Creative Curriculum Aims to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Close any gaps in pupil well-being and academic progress due to lock down.
- Promote a positive attitude towards learning using our **Gem Learning Power** policy to support this.
- Inspire children and build an innate sense of curiosity through linking our subjects together using 'Theme Hooks' whilst teaching subjects in their individual capacity.
- 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
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children through the Early Years Foundation Stage Curriculum and ensure they are ready for Key Stage 1

## 2. 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](#).

# Croscombe and Stoke St Michael Federation

## 3. Roles and responsibilities

### 3.1 The Governing Board

The governing board will monitor the effectiveness of this policy and hold the Co-Headteachers 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 Co-Headteachers

The Co-Headteachers are 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

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

**Responsibilities are as follows:**

See table on next page

# Croscombe and Stoke St Michael Federation

Curriculum Area		Staff Member	Governor
<b>DSL's</b> Designated Safeguarding Leaders		Co-Headteachers	Diane Levien
<b>DDSL's</b> Deputy Designated Safeguarding Leaders		Jacqui Foord, Helen Chester & Tracy Massey-Sturgess	Diane Levien
<b>SEND Leader</b> Special Educational Needs Leader		Tracy Massey-Sturgess	Diane Levien
<b>EAL Leaders</b> English as an Additional Language		Tracy Massey-Sturgess & Co-Headteachers	Co-Headteachers
<b>ELSA Leader</b> Emotional Literacy Support Assistant Leader		Tracy Massey-Sturgess	Di Levien
<b>EYFS</b> (Early Years Foundation Stage)		Mel Vincent	Tanya Tyreman
<b>Key Stage One</b>		Mel Vincent	Diane Levien
<b>Key Stage 2</b>		Bill Moore	Charlie Corbett
<b>English</b>		Jacqui Foord	John Johnston
<b>Read, Write Inc.</b> Phonics and Early Reading		Co-Headteachers	Charlotte Corbett
<b>Maths</b>		Sophie Hooper	Rupert Page
<b>Computing</b>		Joanna Dymond	TBC
S T EM	<b>Science</b>	Lindsay Bloom	Tanya Tyreman
	<b>Design and Technology</b>	Caroline Amor	Lucy Stott
<b>Geography</b>		Joanna Dymond	Lucy Stott
<b>History</b>		Julie Chadi	Anna Hays
Arts	<b>Art and Design</b>	Jacqui Foord	Rev. Christine Butler
	<b>Music</b>	Mel Vincent	Diane Levien
<b>P.E.</b>		Gino DiCorato	John Johnston
<b>R.E.</b>		Bill Moore	Rev. Christine Butler
<b>P.S.R.H.E.</b> Personal, Social, Relationship & Health Education		Mel Vincent	Wendy Bower
<b>MFL</b> Modern Foreign Languages		Jacqui Foord	Sallyanne Shallcross

## 4. Organisation and Planning

### 4.1 Long-Term Planning and Phases

We have four planning phases:

- Early Years Foundation Stage (2-5 year olds)
- Key stage One (5-7 year olds)
- Lower Key Stage Two (7-9 year olds)
- Upper Key Stage Two (9-11 year olds)

Each of these phases has a creative two year rolling program to cater for our mixed age classes and to ensure that the children are kept intrinsically motivated with fresh 'Theme Hooks'. Each phase is planned to ensure there is full coherent and progressive curriculum coverage across all of the statutory subjects and The Early Years Foundation Stage Curriculum including the development of the spiritual, moral, social and cultural in children. There is a high emphasis on British values in our whole school assemblies and behaviour policy. Our PSRHE program includes 'Relationships' education and an added well-being program to support the children out of lock down.

### 4.2 Medium-Term Planning

Our medium term plans are overviews of each term which include the curriculum objectives for every statutory subject divided out where applicable across the two years. A typical medium term plan which stretches over a third of the academic year ensures each subject or Early Years area has objectives that will be covered which link to the agreed subject plans and schemes within our federation. After conversations with the children and parents about the children's interests, we have planned a creative 'Theme Hook' which we have used to interweave the subjects and the local cultural capital to heighten pupil engagement and curiosity whilst ensuring subjects are taught in their individual own right. The medium term plans also include our own **Gen Learning Power** objectives which teach and encourage, resilience, motivation, focus and challenge. We have planned six medium term plans for each phase:

- Year A – Autumn
- Year A - Spring
- Year A - Summer
- Year B – Autumn
- Year B - Spring
- Year B – Summer

### 4.3 Short-Term Planning

Teachers use the federation medium term plans to create their own bespoke weekly, daily and lesson plans to focus on the individual learning needs of the children in their class. These plans share a lesson objective for each session and focus on the delivery, questions, resources and activities needed for each lesson. Our own federation P.E. coach plans and delivers the P.E. lessons for all children. Our forest school leader plans and delivers 12 weeks of forest school sessions, once a week, to children under 7 and six weeks of sessions once a week for children over 7 years old. In addition, to give the parents a sense of what the children will be learning during the term ahead, class teachers share planning overviews with the parents prior to learning.

# Croscombe and Stoke St Michael Federation

## 4.4 The Early Years Foundation Stage Curriculum

The federation uses the Early Years Foundation Stage Curriculum (EYFS) to plan child led and adult led activities and learning which focus on the progression needed for the attainment of the Early Learning Goals (ELG's) at the end of the Reception year.

The planning of the continuous provision for the Early Years children takes place in teams including the teacher, the HLTA and at Stoke St Michael the Pre-school supervisor. Children must be given an engaging environment where they can learn independently through a variety of engaging activities linked to their own interests and Early Years Curriculum. The 3-4 year olds must have a 10 minute input each day, the year prior to joining the school. The Reception children, the 4-5 year olds must be given a Maths and a Phonics and English adult led progressive input each day which focuses on the learning needs of the children in addition to the refreshed daily continuous provision.

Tapestry is used to track pupil progress and achievement and to communicate and include parents on a regular basis.

See our Early Years Foundation Stage policy for more information on how our Early Years curriculum is delivered.

## 5. Inclusion

Teachers set high expectations for all pupils. They will use the appropriate agreed assessment strategies to set ambitious targets and plan challenging learning for all groups, including:

- The more able pupils – those exceeding age related expectations
- Pupils with low prior attainment (bottom 20%)
- 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 SEN policy and information report.

## 6. Monitoring arrangements

The Governing Body and the Co-Headteachers are responsible for monitoring the implementation of our creative curriculum.

There are named governors and members of staff assigned to special needs, Early Years, Key Stages 1 and 2, all of the individual curriculum subjects and our overall objectives for the year linked to our schools development plan.

The Co-Headteachers are responsible for the day-to-day organisation curriculum. The Co-Headteachers monitor the planning of all teachers, ensuring that all classes are taught the full requirements of the National Curriculum, that all lessons have appropriate learning objectives, pace and progression built in. The Co-Headteachers will do this through lesson observations, learning walks, book scrutinies, planning scrutinies and talking to the children about their learning.