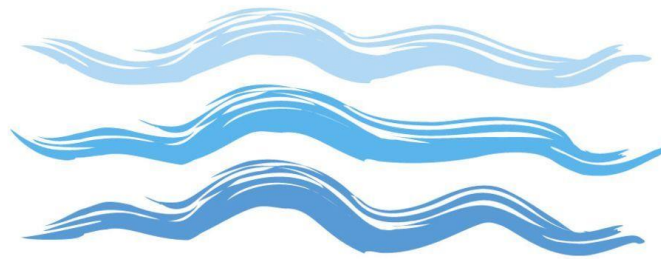


Curriculum Policy

Dee Point
Primary School



Delegate Function: Headteacher
Approved by Governors: December 2023
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This policy/document was reviewed by:-

Signed.....

Date:

Position.....

Signed.....

Date:

Position.....

The next revision date is:

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1. Curriculum aims

Our 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
- 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
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Inspire and motivate children to achieve their ambitions and become the best version of themselves
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of all children and ensure they are ready to successfully transition between key stages

As a school our vision is to inspire children to succeed by realising their ambitions and strengthening educational outcomes in a nurturing, exciting environment.

These curriculum aims are underpinned by our values:

- Embrace and support families as an integral part of the school community
- Expand children's horizons through developing excellence in teaching & learning
- Celebrate uniqueness & individuality so children can be the best possible versions of themselves

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](#).

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 Curriculum Leads

The Curriculum Leads are responsible for ensuring that this policy is adhered to, and that:

- Foundation subjects are planned cohesively, ensuring progression in both knowledge and skill
- Subject leads feel confident in developing teaching and learning within their subject, providing training and support to teachers throughout school
- Action is taken to consistently improve and develop the teaching and learning of foundation subjects, giving adequate training to subject leads, and teachers where necessary
- Ensuring that the curriculum meets the needs of the children at Dee Point Primary School, and that it provides them with the opportunities that they deserve in order to achieve their future ambitions
- Monitoring of foundation subjects by Subject Leads is undertaken, supporting them in developing teaching, and in delivering constructive feedback to staff
- Assessment of foundation subjects is completed across all key stages
- Subject leads are supported in evaluating assessment of foundation subjects

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

4. Organisation and planning

At Dee Point Primary School, we have planned a broad and inclusive curriculum based upon our Writing and Reading Curriculum.

- We deliver a curriculum that is based upon half termly texts from the Read to Write Writing scheme of work
- History, Geography and Science topics are matched as closely as possible to the texts given through the Read To Write units to ensure that children are making connections, and understanding key threads
- All foundation subjects are timetabled weekly
- Our curriculum provides opportunities across the foundation subjects to learn about the local area, its culture, diversity and history from Reception through to Year 6

History

- History is planned using the National Curriculum, there is a clear progression of skill with links to Local History embedded throughout
- We aim to follow 6 key threads throughout the curriculum : significance, conflict, society, economy, leadership and religion
- Children are taught through an enquiry approach, each lesson posing a question with subsequent research and teaching helping the children conclude an answer
- Children, parents and teachers are provided with knowledge organisers which include the key knowledge and vocabulary that we hope becomes part of children’s lifelong learning
- Children are assessed frequently using their knowledge organisers, through low stakes quizzing, ‘sticky learning’ introductions at the beginning of each sessions of learning, and through formal assessment by class teachers

Geography

- Geography is planned using the National Curriculum, there is a clear progression of skill with links to Local Geography embedded throughout
- Fieldwork is planned into at least one unit of teaching per year group
- Children, parents and teachers are provided with knowledge organisers which include the key knowledge and vocabulary that we hope becomes part of children’s lifelong learning
- Children are assessed frequently using their knowledge organisers, through low stakes quizzing, ‘sticky learning’ introductions at the beginning of each sessions of learning, and through formal assessment by class teachers

Science

- Science is planned and taught using resources from Collins- Snap Science
- Children are provided opportunities above and beyond the curriculum through Nature Club, and opportunities outside of the classroom
- Children are assessed against the National Curriculum using Snap Science’s online tools
- As a school, we are working towards our Eco Schools badge

Computing

- Computing is planned and taught using the Teach Computing scheme
- Children are given the opportunity to apply skills and knowledge learnt in Computing across the curriculum

RE

- RE is taught using the Cheshire West and Chester scheme of work
- Children are provided with opportunities to visit places of worship, explore religion through use of artefacts and have conversations with those of different faiths.

Music

- Music is planned and taught using the Kapow Music scheme of learning.
- In some classes, Music is taught by a specialist Music teacher

Art

- Art is planned using the National Curriculum, there is a clear progression of skill and knowledge

- Children are assessed frequently through low stakes quizzing, ‘sticky learning’ introductions at the beginning of each sessions of learning, and through formal assessment by class teachers
- We have a specialist Art Therapist who works with individual children and provides bespoke after school clubs for Gifted and Talented students

DT

- DT is planned using the National Curriculum, there is a clear progression of skill and knowledge
- Children are assessed frequently through low stakes quizzing, ‘sticky learning’ introductions at the beginning of each sessions of learning, and through formal assessment by class teachers

Spanish

- Spanish is planned and taught using the Twinkl Plan It Spanish scheme of learning

PSHE

- PSHE is taught using the Coram SCARF scheme of learning.
- Please see our separate PSHE and RSE Policy that will cover the following:
 - Relationships and health education
 - Spiritual, moral, social and cultural development
 - British values
- We use ‘No Outsiders’, covering a subject and a book each half term
- Please also see our Equality Policy

Planning Expectations

- At Dee Point Primary School we have a Long Term Overview that details what subjects should be taught when throughout the entirety of the year.
- Teachers are then provided with yearly progression maps for each subject that detail the topics to be delivered and the key knowledge to embed for children
- Teachers create their own Medium Term Plans that outline each subject to be delivered based upon progression documents and yearly overview

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

5. Inclusion

Teachers at Dee Point Primary School 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 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

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

- Through termly governor school visits with subject leaders, pupil voice meetings

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

- learning walks, book scrutinies, book looks, pupil voice activities

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

This policy will be reviewed every 2 years by Headteacher and/or Curriculum Leads. 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
- SEN policy and information report
- Equality Policy
- PSHE and RSE Policy