



Simonside Primary School

Curriculum Policy

Introduction

At Simonside Primary School, we are passionate about creating a curriculum with our children's interests at the heart and where every child can achieve. Our curriculum is designed to be exciting, creative, engaging and challenging for all of our children. We consistently seek ways to ensure all children are actively involved in their learning and provide a range of learning opportunities that inspire life-long, inquisitive learners.

Staff at Simonside are committed to providing children with a real purpose for their learning, inspiring future thinkers, innovators and problem solvers; this is achieved through our Project Based Learning approach. Through our REAL (Rigorous, Engaging, Authentic, Learning) projects, our children are not only able to deepen their knowledge and understanding but also begin to appreciate that their learning has value beyond the walls of the classroom.

Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Excite, engage and challenge all pupils
- 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, with high expectations for every pupil and appropriate levels of challenge and support
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1
- Ensure we equip our pupils with the skills needed to make a positive contribution to society and prepare them fully for the next stage of their education

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 board of Governors

The governors will monitor the effectiveness of this policy and hold the headteacher to account for its implementation. The governors 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
- 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 SEN

Other staff

The Deputy Headteacher is responsible for coordinating and leading the curriculum throughout the school. Other staff are responsible for ensuring that the school curriculum is implemented in accordance with this policy.

Organisation and planning

At Simonside, our curriculum places the children's interests at the heart and follows a Project Based Learning approach to enable our children to complete REAL projects, with a real audience. During the early planning stages, the interests of the children in each class are used as a starting point before staff and children work together to design REAL projects with purposeful outcomes that are relevant and engaging. Each project is expertly designed to provide children with learning opportunities that develop the relevant knowledge and understanding needed to address the National Curriculum objectives, whilst ensuring that children are developing the skills they need to be fully prepared for the next stage in their education.

As our projects and topic themes are designed with the children's interests in mind, this means that no two years in our curriculum are the same; this keeps it relevant, engaging and current.

Each term, our projects focus around a question. These are designed to be open-ended and promote discussion. We believe that our questions should be 'non-Googleable' and that children should arrive at their own answer by the end of a project, using reasoned justification for their thoughts, based on their learning over the term. Examples of these questions include: 'How can we help superheroes save the world?', 'Is beauty in the eye of the beholder?' 'What makes a house a home?' 'What makes the outdoors great?'

Based on the theme and question, we transform our learning environments each term to fully immerse our children in their learning; when they arrive in school at the start of each term, they find their classroom has taken on the sights, sounds and smells synonymous with the theme. We believe that this is important as it provides our children with a real, sensory 'hook' for their learning, alongside additional experiences to draw upon. This immersive learning environment is coupled with a bespoke 'Project Launch Day' that is designed to inspire awe and wonder within the children and inject enthusiasm for their project.

Wherever possible, all subjects are delivered through the theme and develop the skills and knowledge that the children need to be able to complete their project outcomes. Further information regarding the delivery of individual subjects can be found in our individual subject policies. Our EYFS policy has additional information on how our early years curriculum is delivered.

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 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. Where relevant, 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.

Monitoring arrangements

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

- Headteacher's termly reports
- Regular meetings with link subject leaders
- Regular visits to school (including learning walks with a specific subject focus)

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

- Learning Walks
- Book scrutinies
- Analysis of half-termly/termly data (in line with our assessment schedule)

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

This policy will be reviewed annually by the Curriculum Leader (Deputy Headteacher). At every review, the policy will be shared with the full governing board.

Links with other policies

This policy should be read in conjunction with the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Policies for individual subjects (including core and foundation subjects)
- Sex and Relationships Education policy
- SMSC Policy
- British Values Policy
- RE agreed syllabus

Policy Updated: February 2018

Review: February 2019