

Gosfield Community Primary School



Primary School

Curriculum Policy September 2021

Approved by:	Local Governing Body	Date: 23 rd September 2021
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Introduction

As part of a Multi Academy Trust (MAT) we have the flexibility to design our curriculum to be specific to the needs of our children here at Gosfield Community Primary School. Our curriculum is based on the formal requirements of the National Curriculum and enhanced by additional aspects relevant to our local context. It is designed to give the children real experiences with a wide range of opportunities to enable them to become well prepared young people of the future, developing the potential of the whole child.

As part of the Attain Academy Partnership we strive to achieve the aim of:

‘Working together towards success for all’

Vision and Purpose of our MAT

Attain Academy Partnership aims to provide an outstanding education for all children in all schools, relevant to the world in which they live.

We would like all members of Attain to become:

- Ambitious, capable learners who are resilient and independent
- Enterprising, creative contributors who have a real love of learning
- Ethical, informed citizens who value differences and inclusivity
- Healthy, confident individuals who contribute to a mutually supportive environment

The intent of the Gosfield Community Primary Curriculum

At Gosfield Community Primary School, we strive to create a warm and welcoming environment where children are able to ‘build a love of life and learning’. Despite being a small school, we have big dreams and goals for the children who attend our school; we support them all to realise the positive impact they can make on their community and the wider world and we support them to consistently aim to be their best.

The aims of our curriculum are to:

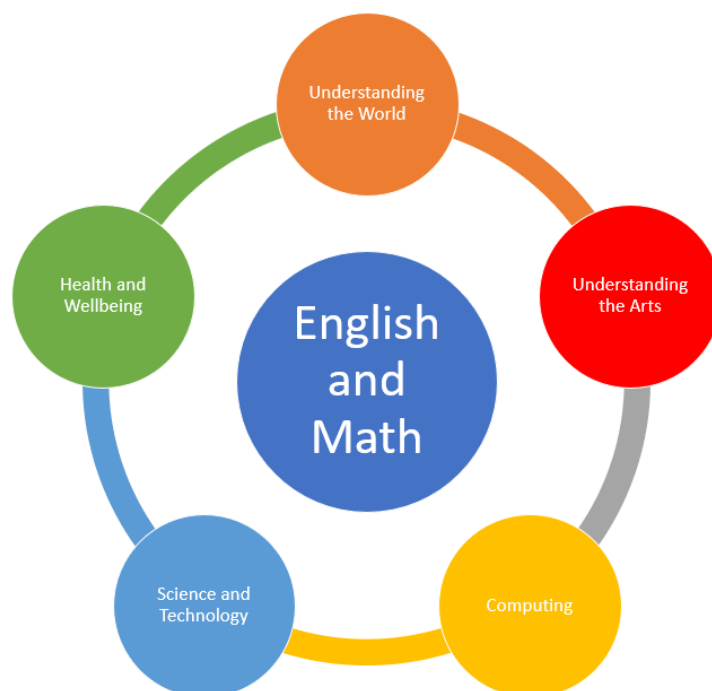
- Provide a broad and balanced education for all pupils that’s coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils’ physical development and responsibility for their own health, and enable them to be active and healthy citizens
- Promote positive wellbeing and an awareness of the importance of mental health

- Promote high standards in reading, writing and mathematics
- Allow children to develop a knowledge of themselves in time and space
- Enable children to acquire knowledge and skills in science
- Enable children to be confident in the use of IT
- Promote spiritual development
- Enable children to be aware of the importance of and give opportunities to participate in the arts and related cultural themes
- Support pupils' spiritual, moral, social and cultural development, enabling pupils to develop moral sensibility through class discussions of local, national and global situations
- Develop the personal and social skills of each child
- Provide equality of access and the opportunity for all pupils to make progress
- Prepare pupils for the opportunities, responsibilities and experience of adult life.

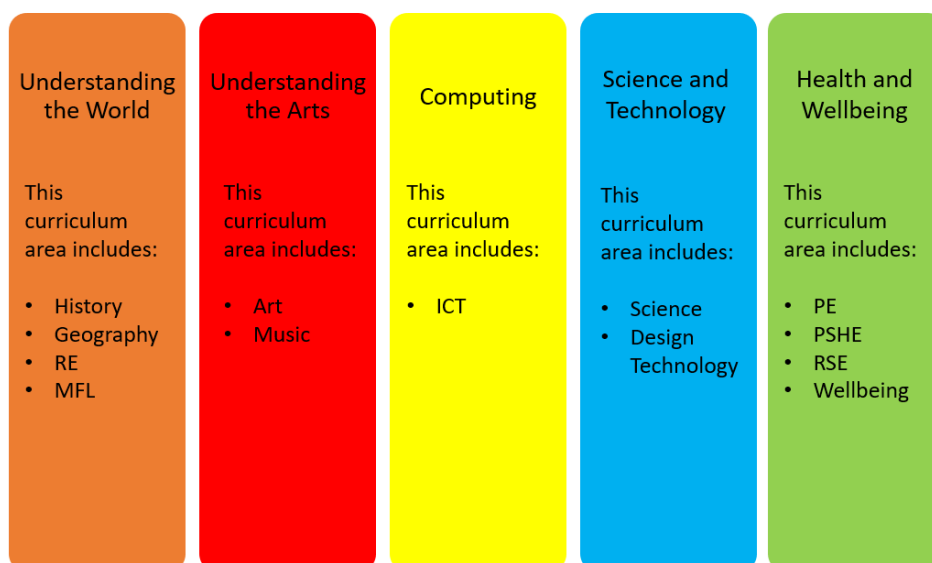
The implementation of the Gosfield Community Primary School Curriculum

The foundation subjects at Gosfield Community Primary School Curriculum are organised into five sections. These sections build upon and expand the knowledge and understanding developed within English and maths which are taught daily.

The curriculum areas are set out as follows:



The subjects are organised into areas as follows:



Organisation of the Curriculum

- By having five curriculum areas, each area is allocated the equivalent of a full afternoon. This equates to 2 hours per week for each area.
- To ensure the children take part in all knowledge areas, there is a three year cycle for KS1 and Year 3, 4 and 5. Cycle approach means the children are exposed and taught and involved in all knowledge areas but the work and outcomes will be guided by age appropriate skills progression.
- Year 6 are a stand alone year group, their curriculum map is a fixed knowledge plan.
- Whilst classes may run their units through an overall theme, the curriculum is taught through discrete subjects and areas are linked only where relevant;
- Teachers have the flexibility to block their lessons, this may mean a week focused on design technology to allow for a detailed and in-depth project development. This may mean that certain subjects are not taught every half term but that their allocated timing is balanced out across the year.
- Some areas such as wellbeing and PE may be delivered in short and effective time slots across the day or week. This is flexible according to the teachers' assessment of current need.
- Teachers follow a long term unit cycle which is available on the school website. These are aimed to give parents an overview of the topics their children will cover.
- Teachers retain the flexibility to change the order of units within a cycle to reflect a pupil's interest, community context or to explore an additional relevant theme (e.g., global or national events).
- Our curriculum is responsive to the themes, events and interests in the local community and the wider world; where we feel the learning will benefit from this adaptation then plans will be altered.

- Our pupils in EYFS are mixed with half of our year 1 cohort. The EYFS pupils are exposed to the KS1 knowledge but are not expected to meet the year 1 learning outcomes. EYFS is a key stage in its own right and our EYFS pupils have their learning opportunities tailored and adapted to their learning style, developmental ability and this is guided through 'point in time' assessments. This is supported through non statutory documents such as Development Matters, 2021.

Our curriculum has been planned and developed effectively with curriculum specialists, providing continuity and progression. It promotes an enjoyment of learning and a commitment to learning and achieving. Through the provision of rich and varied activities, we aim to:

- encourage the best possible progress and the highest attainment for all pupils;
- enable pupils to make connections across different areas of learning;
- help pupils to think creatively and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

The curriculum in our school is designed so that it is inclusive and accessible by all children. We are committed to ensuring that our children have access to all aspects of school life and are given the best opportunities to progress academically, socially and emotionally.

Most children's needs can be met through quality first teaching. Where a child has additional needs, adaptations and reasonable adjustments are made to the curriculum to meet their particular needs. For the small amount of children who do not make progress despite the adjustments, they are added to the SEND (Special Education Needs and Disability) register. Children on the SEND register will have termly One Plan meetings with their class teacher and/or SENDCo. Full details can be found in our SEND policy.

Gosfield Community Primary School is committed to ensuring equal opportunities for all its pupils irrespective of race, gender, disability, religion/belief, sexual orientation, age or socio-economic background. The following policies are an integral part of how we manage inclusion and accessibility to its curriculum:

- Policy on equal opportunities
- Equality policy
- EYFS Policy
- Policy on the administration of medicines and management of children's illnesses
- SEND policy
- Inclusion policy

Equality Impact Assessment Statement

All pupils, irrespective of race, gender, disability, cultural background, sexual orientation, age or socio-economic background or religion/belief have the right to access a curriculum, which is broad, balanced, relevant and coherent, and meets statutory requirements.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it does not prioritise or disadvantage any pupil and it helps promote equality at this school.

Roles and responsibility

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
- 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

Headteacher and the Senior Leadership Team (SLT)

The headteacher and the SLT 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
- 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

- Subject leaders and ensure that the curriculum has progression and appropriate coverage.

- Class teachers are responsible for writing their own medium term plans and liaising with subject leaders and the senior leadership team over the content and delivery of the units of work.
- Subject Leaders evaluate and monitor standards in their subject and ensure that the progress of each pupil is tracked and that there is appropriate challenge support and intervention;
- Classroom staff ensure that the curriculum is taught and that the aims are achieved for their class.
- Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Measuring the Impact of the Gosfield Curriculum

Monitoring arrangements

Governors monitor the success of the curriculum via monitoring visits to the school and through the termly Head Teacher's report.

Headteachers, senior leaders and subject leaders monitor the way their subject is taught throughout the school by:

- Curriculum review discussions
- Pupil voice supported with floor books
- Learning walks
- Book looks
- Assessment outcomes

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

Class teachers will assess the level of knowledge and skill retention through:

- Observation
- Questioning
- Creation of floor books
- Knowledge and skill application challenges
- Retrieval practice tasks such as low stake quiz questions, end of unit challenges or creation of a unit outcome.

This policy will be reviewed every 2 years by the headteacher. At every review, the policy will be shared with the full governing board.

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](#).