

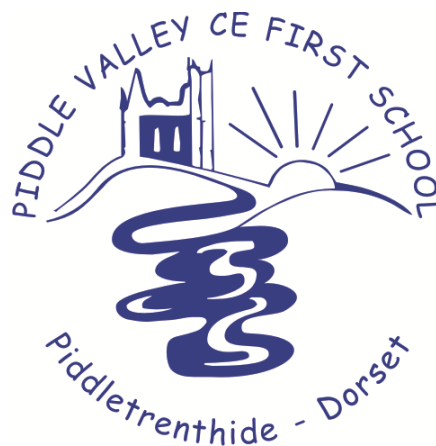
Curriculum policy

Intent

Implementation

Impact

Piddle Valley CE First School



Approved by: Jayne Browne & LGB

Date: September 2021

Last reviewed on: September 2022

Next review due by: September 2023

At Piddle Valley CE First School we believe the basic principles for our curriculum are

- Learning is a change to long-term memory
- To ensure our pupils experience a broad curriculum and have, by the end of each key stage, long term memory of core knowledge

Curriculum Drivers

The drivers that shape the curriculum at Piddle Valley CE First School are;

- The needs of the children reflective of their backgrounds
- The needs of our community
- Our Core Christian values and vision – Living, Growing, Loving, Learning
- The location of our school

Curriculum Intent

At Piddle Valley CE First School, every child's ability is valued and developed, underpinned by our Christian Core Values of respect, courage, responsibility, forgiveness and creativity.

We teach the National Curriculum in a creative and cross curricular way offering learning experiences both inside and outside the classroom through our environment and forest school. Our curriculum is broad and balanced and is shaped to meet individual needs and aspirations to ensure all our children are engaged and motivated to learn, building upon the knowledge, skills and experiences, whatever their starting point, as they progress through each key stage. We have high expectations across all aspects of the curriculum with a strong focus on English and Maths. We promote enjoyment for learning and encourage children to be independent and reflective learners as well as being thoughtful, informed members of our community who understand and believe in British values.

Our curriculum intent:

To provide a broad and balanced education for all pupils

To enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations

To support pupils' spiritual, moral, social and cultural development

To support pupils' physical development and responsibility for their own health, and enable them to be active

To promote a positive attitude towards learning

To ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support

To promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

2. Legislation and guidance

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 the school has 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.

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](#).

It complies with our funding agreement and articles of association.

3. Roles and responsibilities

3.1 The local governing body (LGB)

The LGB will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The LGB will also ensure that:

A robust framework is in place for setting curriculum priorities and aspirational targets

The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement

Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)

The school implements the relevant statutory assessment arrangements

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 LGB

Requests to withdraw children from curriculum subjects, where appropriate are managed

The school's procedures for assessment meet all legal requirements

The LGB 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 SEND

3.3 Other staff

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

4. Implementation

Piddle Valley CE First School teaches the new National Curriculum.

Religious Education is taught through Understanding Christianity/Discovery RE).

The school teaches Personal, Social and Health Education through the Jigsaw programme.

The school promotes a child-led curriculum that puts our children and their interests at the heart of learning.

Music, Design and Technology, ICT, Art and Design and Humanities are all key areas of learning in our curriculum. Through the curriculum, we give our children the opportunity to make suggestions on how we might approach a topic/theme as well as to ask questions they would like answered within the topic. The teachers' then plan the curriculum to reflect the ideas of our

children ensuring full coverage of each age groups objectives. In our mixed age groups (Year 3/4 2021/22) we follow a two year cycle. We also work collaboratively with other schools within our mini pyramid as part of the Dorchester Area Schools Partnership (DASP) to agree the topic focus for Humanities from Year 3 to Year 6.

We continue to promote our themed weeks/events such as Arts Week, Science Week, Healthy Body & Healthy Mind and DASP music workshops as we believe this enables our pupils to experience a wide range of learning opportunities and to work with artists and specialist teachers who really have a passion and knowledge for their subject.

See our EYFS policy for information on how our early year's curriculum is delivered.

5. Inclusion

The school responds to pupils' needs and overcomes potential barriers to learning for individuals and groups of pupils – including those with SEND, English as an additional language, particularly high attainment, low prior attainment and/or disadvantaged backgrounds.

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 eligible for Pupil Premium

Pupils with low prior attainment

Pupils from disadvantaged backgrounds

Pupils with SEND

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND 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. Impact

Measurable Educational Value

Our curriculum is based on the statutory EYFS frameworks and the National Curriculum for KS1 & 2 (2014). These frameworks set out the breadth and depth of study and the skills and attributes for learning that our children need to acquire and experience. The emphasis on the curriculum is that all pupils should secure their knowledge and understanding of the year group they are in. This means that pupils are expected to use and apply their knowledge and skills in a range of independent learning opportunities.

Our curriculum intent is to ensure that our children have opportunities throughout their time at Piddle Valley CE First School to develop, use and apply their knowledge, skills and understanding. Our teachers encourage our children to make connections across traditional boundaries, maintain an open mind while exploring a range of options, and reflect critically on ideas and outcomes, therefore improving their ability to work collaboratively to solve problems and ensure the best possible outcomes for all.

Measuring impact across the curriculum

To enable us to demonstrate what the children have learned and what they have remembered, we use a daily activity known as 'Flash Back Five' (Years 2,3 and 4) and 'Flash Back Four' (Year 1).

In English, this is in the form of a half termly piece of independent writing. This is a piece of writing which demonstrates the retention of key learning through a task designed to enable the children to use their knowledge and skills. Pupils also complete a piece of independent writing in line with the 'Talk for Writing' approach.

Assessment at Piddle Valley CE First School

An additional way we check how much the children have learned and to assess what they remember, is through formative assessment. We assess in the core subjects of reading, maths, SPAG and Phonics to show us what the children can remember and what we need to teach next. Assessment takes place termly and results are shared with parents at parents evening.

7. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

School visits, meetings with the school council, learning walks, staff feedback and presentations at LGB meetings.

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

planning scrutinies, learning walks, book scrutinies, pupil feedback and questionnaires

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

This policy will be reviewed annually by the Headteacher.

At every review, the policy will be shared with the LGB.