

Varna Community Primary School



Curriculum Policy

Approved by: SLT/Govs Curriculum Committee **Date:** January 2023

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1. Curriculum statement



Our Curriculum Statement

Vision

As a school community, we believe our children possess unique gifts and qualities; as such they have the right to succeed, recognise their own greatness, and develop who they are in a respectful and caring environment, our school ethos is firmly rooted in our motto, 'dream, believe, achieve'.

At Varna, we strive to provide opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. We have a high focus on developing children's resilience, moral, spiritual, social, emotional and cultural understanding. Varna ensures that children are well prepared for life in modern Britain; celebrating our differences.

We provide a highly inclusive environment where learners enjoy their education. Pupils at all levels are helped to achieve their potential. At Varna, we focus on curriculum development to ensure it is always carefully designed to ensure coverage and progression. We provide pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. A primary focus of our curriculum is to raise aspirations, have a sense of personal pride in our achievement, provide a purpose and relevance for learning and ultimately to help every student to find strengths and interests through the clubs and activities that we have on offer. We want every child to become a confident reader and develop a love of books. We strive to make learning as interesting and purposeful as possible. In order to achieve this, we focus on the learning experiences of our children, whilst aiming for the best educational outcomes.

Intent

The National Curriculum sets out the minimum content. We ensure that the children have the opportunity to learn knowledge, skills and understanding through the curriculum. We ensure that children have a range of opportunities in sports through sports clubs and attending competitions. In music, we have specialist teachers who teach woodwind and steel pans from Year 4 to 6. We develop independence, responsibility and respect through our Rights Respecting work and we are a Restorative practise school.

Implementation

Our carefully crafted curriculum, balances the national expectations and an all-encompassing range of experiences allowing our children to flourish. Clear strategic planning allows the curriculum to be dynamic and adapt to the context of the school and children's needs. Age related expectations combine the acquisition of knowledge and development of skills to create a purposeful and exciting learning journey for every child. We have high expectations to combine transferable skills, demonstrate a breadth of vocabulary and develop strong cross-curricular links. Outstanding classroom environments stimulate and engage quality thinking and reasoning. Planning is responsive to children's needs; incorporating different approaches to teaching and learning.

Curriculum Impact

At Varna we use continuous monitoring throughout the year to accurately assess the impact of the curriculum design. Curriculum teams monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development. Our whole school team strengthen our ethos and vision as we work together to reflect upon our curriculum and share outcomes driving forward next steps – to ensure the curriculum is changed and adapted where needed.

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.

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 Other staff

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

Whole school Curriculum co-ordinator Rob Crossley		
English		
Overall lead	Sasha Doherty	
Writing	Sasha Doherty	
Reading	Ameenah Busairi	
Phonics –EYFS/Y1	Sarah Bretton	
EYFS and Y1– Communication and Language (Wellcomm/NELI)	Hannah Lomas	
Maths		
Overall lead	Tom Hindmarsh	
Early Years Maths	Rachael Mather	
Science		
	Tuesday Veal	
Understanding the World	Caroline Lowe	
Information Technology		
IT and E-Safety Lead	Sacha Foulkes	
EYFS/IT	Holly Johnson	
PE (Extended school Sport activities)		
	Lorna Callaghan	
EYFS Physical Development	Caroline Lowe	
Sports Premium Lead	Sasha Doherty	
Topic Curriculum		
Geography	Phil Matthews	
History	Amy Barker	

Understanding the World	Caroline Lowe	
Art	Zahra Hussein	
DT	Hannah Lomas	
EYFS Expressive Arts and Design	Rachael Mather	
RE and PSHE		
PSHE	Amie Heatley	
Healthy Schools Co-ordinator	Amie Heatley	
EYFS – Personal, Social and Emotional Development/Jigsaw	Holly Johnson	
RE	Rashid Dia Hantchi	
Music		
	Lorna Callahan	
MFL		
	Laura Gilbert	

4. Organisation and planning

Our curriculum is planned to take into account our context and community. Each year group has a timetable and lessons are planned and prepared using a variety of schemes and resources chosen by coordinators to ensure full curriculum coverage and to support staff workload.

- Each subject sets out the approach taken in a subject policy
- Relationships, health and relationships education is taught using Jigsaw and the Manchester scheme
- Spiritual, moral, social and cultural development and British values are integral to all areas, embedded through our school ethos and teaching
- See our EYFS policy for information on how our early years curriculum is delivered.

5. 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.

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:

- school visits, meetings with the school council, etc.

All schools continue with:

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

- planning scrutinies, learning walks, book scrutinies, etc.

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

This policy will be reviewed every two years by the curriculum leader and governor curriculum committee.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Particular subject policies