



Curriculum Policy

Effective March 2022



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Summerlea C P School - Curriculum Policy

1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts, acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development as well as British Values
- Support pupils' physical development, enabling them to be active and responsible for their own health
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations of every pupil underpinned by appropriate levels of challenge and support
- Develop pupils' Personal, Learning and Thinking Skills to equip them for secondary education, further education and employment
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1 and after that Key Stage 2
- Promote the learning and development of our oldest children and ensure they are ready for Key Stage 3

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 and disabilities (SEND)
- 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 dis-apply 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 informed about decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets
- 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.

The Subject Leader policy includes further information about the main duties of individual staff members who have specific responsibility for the different curriculum areas.

4. Curriculum design

Our creative curriculum is designed to wrap around and complement the requirements of the National Curriculum in order to meet the needs and interests of all of our pupils as well as to suit our local context and reflect the culture, climate and values of our school.

The information in this section explains why we have decided on the breadth of experiences we provide our pupils through and beyond national curriculum expectations. We balance the drive for high standards with a full spectrum curriculum that emphasises high standards in both core and foundation subjects.

Big questions

Our curriculum is designed to forge connections between the different areas of learning. Each topic studied has an overarching big question to promote deep thinking and learning. Every half term a curriculum guide is published for



parents detailing the main curriculum areas that will be addressed through a question and giving an outline of planned learning.

Hooks

In order to bring the curriculum to life and 'hook' children into their learning each topic includes a memorable experience to immerse them in a theme and encourage an emotional connection with it. The nature of these vary dependent on the topic and include creative kick-starts, trips and visitors.

Themed days and weeks

Throughout the school year there are a number of whole school themed days or weeks, which promote collaboration and unity across the school community. These are carefully planned and scheduled to ensure a balance across the year and that all subject areas are represented and have a high profile. Our Subject Leader policy contains further information regarding these.

High quality texts

High quality texts are used as key drivers across the curriculum. Reading for enjoyment is positively promoted; we want all children to love reading and be able to talk about books they have enjoyed or learned from.

Forest School

Forest School gives children the opportunity to experience and enjoy learning in an outside 'classroom' enhanced by the natural elements of the changing seasons, weather and a woodland environment. The Forest School approach is a holistic one underpinned by specialised learning theories. It offers all learners the opportunity to develop their self-esteem, emotional resilience, confidence and ability to assess and manage risks as well as teaching them a range of new skills and developing a respect for nature.

Forest School operates every Tuesday and forms part of the curriculum timetable for Years 1 to 6 for half a term per year group, each academic year.

French

We have chosen to teach French as our Modern Foreign Language. It is one of the most widely spoken modern languages in the world and is taught by the two local secondary schools the majority of our pupils move on to. We are fortunate that several of our staff also have expertise in this area. To support the non-specialist, we use the Euro Stars programme in Key Stage 2.

Music and performing arts

We use the Charanga music scheme to teach the national curriculum for music in Key Stage 1 and 2 in order to support teacher subject knowledge. We are fortunate that several of our staff have expertise in music/performing arts. Peripatetic teachers also offer small group and individual music and singing lessons to our pupils. We have a school choir 'Glee' in Key Stage 2 who regularly perform at community events in and outside of school. Each year our Year 6 pupils put on an 'all singing, all dancing' production for parents and friends of the school as a grand finale to their time with us. There are opportunities throughout the school year for all year groups to perform and showcase their narrating, acting, music, singing and dancing through an assembly/performance to parents/carers and friends of the school. In addition, our termly 'Cowbell' assembly allows us to discover and celebrate new talents and interests



from staff as well as pupils. We also take part in 'Time to Dance' at the Worthing Pavilion Theatre and the Young Voices Concert at the O2 arena in London.

Sport

We are part of the Littlehampton Area Sports Partnership (LASP); a group of ten schools from the Littlehampton area who believe in, live for and love sport. As a sporting community of children from Reception to Year 6 we meet most weeks to compete in competitive Level 2 competitions. We know that competitions give us the opportunity to socialise with others, develop our own game and give us new experiences. We love being part of such a sporting community and our aim is to inspire the future generations through sport. We are lucky to have amazing children and hugely supportive teachers and parent, who all work together to make us one of the most active sports localities in the south.

We strive to strike a balance between competitiveness and inclusivity, looking to ensure as many children as possible have the opportunity to participate in sports events whatever their sporting ability and have experienced much sporting success through this ethos.

Our enjoyment of sport is reflected in our curriculum provision through swimming, games, gymnastics and dance and the promotion of active and healthy lifestyles. We celebrate National School Sports Week on an annual basis and Sport Relief. We also have a whole school sports day each year and our sports crew play an active role in setting up and running events. Each child and staff member belong to a house and earns points across the course of the school year. The house with the most points is presented with the house cup in the headteacher's award assembly and sports day results go towards this cumulative total.

We offer a wide range of sports-based clubs before and after school. Some of these are run by external providers and others by members of school staff. More information about sports and how we have used and plan to use PE and Sport Premium funding is available on our website.

School Pupil Council

We have a School Pupil Council, broadly representative of all groups across Key Stage 1 and Key Stage 2, who meet regularly to collaborate and discuss whole school improvement projects. Pupil voice has a high profile throughout our curriculum and dedicated time is given to class council discussions. School Pupil Council members also take part in the Arun District Youth Council and have an opportunity to visit Parliament where they have a tour and participate in workshops, learning about democracy and the rule of law. The School Pupil Council also organise an annual fundraising fiesta for the school community.

Personal, Learning and Thinking Skills

Personal Learning and Thinking Skills (PLTS) are generic skills that are essential to life, learning and work. PLTS have a significant impact on a person's ability to make a confident contribution, both within and outside of their learning/working environment. In wanting to develop children's learning behaviours we are focusing on the six PLTS skills of: independence, creativity, reflection, team work, self-management and participation. They are currently explored and celebrated in assemblies and a graded badge system recognises pupils who have proven they consistently demonstrate these skills.



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:

- High attaining pupils including the gifted and talented
- 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 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. Monitoring arrangements

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

- School visits
- Meetings with the school pupil council
- Meetings with subject leaders
- Monitoring 360 monitoring
- Attending staff meetings

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

- Planning scrutinies
- Learning walks
- Book scrutinies
- Pupil interviews
- Iris Connect / lesson observations

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

Our Subject Leader policy contains information about the role of subject leaders in ensuring curriculum coverage, progression and improvements.



This policy will be reviewed annually by the headteacher. 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
- Teaching and Learning policy
- Assessment and Feedback policy
- Homework policy
- Subject Leader policy
- Collective Worship policy
- SEND policy and information report
- Equality information and objectives
- Pupil Premium policy
- Personal, Social, Health and Citizenship Education policy
- Sex and Relationships Education policy



Policy Review Form

Please complete this section when reviewing and updating this document.

Author	Name Helen Morris	Date 28 th March 2018
Reviews	Name Helen Morris Helen Morris Helen Morris Helen Morris	Review Period: Annually March 2019 January 2020 March 2021 February 2022
Information Source	Name	Date
Change Control	Sections Amended Pg 4 Big Questions – ‘guide’ added Pg 5 High Quality Texts – sentence deleted beginning ‘Every half-term...’ Pg 6 Music and performing arts – ‘and the Young Voices Concert at the O2 arena in London.’ Pg 3 Aims – edited layout of sentences Minor additions/deletions Minor addition Section 2 - Early Years Foundation Stage (EYFS) statutory framework link updated. Section 4 – Learning Buddies paragraph removed. Section 4 – various amendments under Music and performing arts heading. Section 4 – various deletions under Sport heading.	Author & Date Helen Morris - March 2019 Helen Morris – March 2019 Helen Morris – March 2019 Marilyn Osborne – April 2019 Helen Morris – January 2020 Helen Morris – March 2021 Helen Morris – February 2022 Helen Morris – February 2022 Helen Morris – February 2022 Helen Morris – February 2022



Change Control

Sections Amended

Author & Date

Section 4 – Nurture programme paragraph removed.

Helen Morris – February 2022

Section 4 – various deletions under School Pupil Council heading.

Helen Morris – February 2022

Section 4 – various amendments under Personal, Learning and Thinking Skills heading.

Helen Morris – February 2022