

Dennington C of E School



Curriculum Policy

Date Approved	June 2024
Review Frequency (Years)	3 years
Date of Next Review	June 2027

Background

Ofsted's working definition: *“The curriculum is a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent); for translating that framework over time into a structure and narrative, within an institutional context (implementation) and for evaluating what knowledge and understanding pupils have gained against expectations (impact/achievement).”*

1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for future learning, employment and self-fulfilment
- 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 for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have high expectations for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Develop pupils' autonomy and resilience, to equip them for the next stages of education, eventual employment and to live an independent life
- 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](#).
- At Dennington CofE Primary School we follow a 'National Curriculum Plus' approach. The [National Curriculum programmes of study](#) form the core of our curriculum but with additional elements added to reflect our locality and context.
- 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](#).
- This policy complies with our funding agreement and articles of association.
- 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 Executive Headteacher/Head of School 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
- 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 (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

3.2 The Executive Headteacher and Head of School

The heads 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 SEND

3.3 Other staff

Other staff such as subject leaders will ensure that the school curriculum is implemented in accordance with this policy. This will include:

- Creating and maintaining a 'subject leader toolkit' folder which will document the following:
 - Long-term and medium-term planning
 - Subject monitoring
 - Assessment summaries
 - CPD records
 - Moderation records and work samples
 - Tracking of subject enrichment
- Organising support such as coaching and CPD with subject knowledge and subject specific pedagogy
- Provision and monitoring of high quality resources

4. Organisation and planning

- The curriculum at Dennington is tailored to the age of the children. Our curriculum for the Early Years Foundation Stage is guided by a child-initiated ethos. Pupils are encouraged to be active partners in developing the curriculum. Their questions, interests and ideas are therefore utilised to develop and enhance planned learning experiences (see our EYFS policy for information for further details).
- As children progress, learning becomes more formal. By the time children reach Key Stage 2, we tend to teach in subject disciplines although cross-curricular links are made if we feel they will strengthen the learning experience.
- Throughout Key Stage 1 and Key Stage 2 a wide variety of teaching and learning approaches and styles are used to promote pupil engagement with the curriculum. Staff regularly utilise a range of high quality resources to encourage independent learning and inspire pupils.
- Our RE scheme of work is based on the 'The Emmanuel Project' which covers the Suffolk Agreed Syllabus for RE (2012) for EYFS to Y6. This was written by the Diocesan Schools' Adviser in consultation with local teachers and advised by members of different faiths on the Suffolk SACRE.
- The use of the whole school environment, both inside and outside, is also used regularly to enrich the curriculum. We make provision for 'Forest School' which all pupils are able to attend.
- Programmes will endeavour to develop pupil vocabulary through emphasizing it explicitly alongside curriculum knowledge.
- We take advantage of partnerships within the All Saints Schools Trust, local communities and current events to create real and meaningful contexts for learning.

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 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

Leaders and Governors will monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” through:

- pupil perception meetings with groups of children
- scrutiny of pupil work and books
- learning walks
- reviews of medium-term planning
- formal observations (carried out by school leaders)
- consultation with Trust leaders and independent advisors

This policy will be reviewed annually by school leaders and the curriculum committee. 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
- Assessment policy
- SEND policy and information report
- Equality information and objectives