



## Curriculum Policy

### Statement of Intent - Nurture Grow Succeed

The Sandal curriculum is the vehicle through which learning systematically builds year by year. This journey begins in Early Years where the children learn about themselves and their immediate environment, before systematically developing children's knowledge and understanding of the wider world. Through this the children are challenged to be responsible, global citizens who reflect on their lives and the lives of others.

We strive to make our children passionate about learning and make their learning as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world.

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, Agreed Syllabus for RE and the Early Years Framework, but also the range of extra-curricular activities which enrich the experiences of our children. It includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

### Roots of Learning

At the heart of our curriculum are Sandal's Roots of Learning:

<b>Challenge</b>	<b>Aiming high</b> – challenge yourself and see what you can do!
<b>Collaboration</b>	<b>Working together</b> – everybody is important!
<b>Independence</b>	<b>Thinking for ourselves</b> – you decide!
<b>Reflection</b>	<b>Looking back</b> – What went well? What could be even better?
<b>Resilience</b>	<b>Keeping going</b> - believe in yourself!
<b>Risk Taking</b>	<b>Daring to be different</b> – take a risk; you're one in a million!

These roots support broader learning beyond the curriculum including Spiritual, Moral, Social and Cultural (SMSC) development of the children making RE and PHSE major components of our whole school curriculum as is the teaching of values to prepare children for life in modern Britain.

## **Aims**

At Sandal Primary School, we aim to offer a balanced and broad-based curriculum which enables all pupils to:

- develop rich subject knowledge, understand concepts and acquire skills across all areas the curriculum and be able to choose and apply these in relevant situations
- become creative, independent, positive learners
- become successful lifelong learners with high self esteem
- develop their critical thinking
- nurture positive relationships promoting working co-operatively with one another
- understand Britain's cultural heritage
- understand and value the importance of truth, fairness, right and wrong
- explore their spiritual, moral, social and cultural development
- explore their physical development and responsibility for their own health, and enable them to be active
- make learning more meaningful by putting it into context
- challenge themselves and engage in deeper learning

The Sandal Curriculum will ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.

The EYFS curriculum will promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.

## **Roles and responsibilities**

### **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
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

## 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

## Other staff

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

## Implementation

### Organisation and Planning

Our ambitious curriculum is built around the principle that children will know more, do more and remember more. It is based on the September 2014 National Curriculum for Key Stages 1 & 2, the RE Agreed Syllabus and the Early Years 2021 framework in Nursery and Reception. 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.

### [2014 National Curriculum for Key Stages 1 & 2](#)

The unique features of the school allow us to make outdoor learning, music and the arts prominent features of our curriculum.

The curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children.

The EYFS curriculum is planned on a **yearly** basis linking to the Prime and Specific Areas of Learning in the EYFS and is guided by the children's interests. The KS1 and 2 curriculum is planned through subject learning journeys on a yearly cycle of themes, where this is appropriate, and with an emphasis placed on hook days, cross curricular links and learning supported by high quality texts and other quality

experiences. Whole school themes, such as World Book Day, OBON day and Black History month all support the delivery of the Sandal Curriculum.

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write medium term plans and learning journeys to achieve balance and coverage over a term or half term.

Medium term plans allow the teachers to structure teaching and learning to ensure not only National Curriculum coverage but that it meets the needs of our children by reflecting on the aims and vision of our school. At this stage, thought will be given to the learning opportunities provided and the desired learning outcomes.

Individual teacher short term planning outlines the individual lessons and adaptations made for individual classes and children along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process.

Class teachers meet regularly in PPA time, phase meetings and faculty meetings to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

## **Impact**

Our aim is that through the delivery of our curriculum, children will develop the following skills that we believe to be crucial for future success and wellbeing:

- Articulate and confident speakers
- Respect
- Reflection
- Independence
- Creativity
- Risk-taking
- Thinking and considering
- Resilience
- Being active and motivated
- Problem solving
- Making choices

Our aim is that all children, including those with SEND, will leave Sandal prepared for the next stage of education, with core skills embedded. We are committed to ensuring that all children leave Sandal reading at their chronological age (as a minimum). We will measure the impact of our

curriculum through standardised testing, pupil voice, careful work scrutiny and comparing skills across the school to assess whether they are progressive.

### **Monitoring and Evaluation**

Subject leaders will monitor and evaluate individual subjects within the curriculum for progression and standards; SLT will monitor the curriculum as a whole and children's learning both direct and indirect across the whole school.

The Quality of Education committee of the Governing Body will monitor and evaluate the impact of this policy.

### **This policy should be read alongside the**

- Teaching and Learning Policy
- Marking Policy
- Subject Intent, implementation and impact statements
- Maths policy
- English policy
- RE agreed syllabus
- PSHE policy
- Staff handbook
- Preparing Children for Life in Modern Britain

**Approved by:**

**Karen Jones**

**Date:** 1<sup>st</sup> March 2022

**Quality of Education Committee**

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