



**St Paul's Cray**  
CE Primary School

*Act Justly, Love Mercy, Walk Humbly*



# Curriculum Policy

Approved by:	Liz Bennett	Date: 22 <sup>nd</sup> June 2022
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## **Curriculum Policy**

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 we have 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](#).

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## Curriculum Intent

Our Curriculum Intent ties in directly with our School Values and underpins all individual subjects' intent, which can be found on the school's website.

### The Curriculum Intent at St. Paul's Cray CE Primary School

St Paul's Cray Primary is located in an area of hardship with children from diverse backgrounds, significant needs and often arriving with low cultural capital. We are passionate about building a curriculum that enables our children to open their eyes to a world of opportunity, developing ambition, persistence, adaptability, and integrity; empowering each other as a community, to become motivated learners and loving neighbours.

This is underpinned by our ethos to, **"To act justly, to love mercy and to walk humbly"**, Micah 6:8. As a school we are confidently Christian, but respectful of our diverse community, we use this verse to inspire our Vision to be one school family, at the heart of the community.

Act Justly	Love Mercy	Walk Humbly
From this come our values of <b>Fairness and Honesty</b>	From this come our values of <b>Love and Generosity</b>	From this come our values of <b>Forgiveness and Kindness</b>
Through our curriculum, we seek justice for our children as well as others throughout the world. Children develop their ability to understand, have empathy and attach value to other people's way of life and the cultural heritage of civilisations around the world. Through a curriculum rich in vocabulary and experience, we aim to educate children to be open minded, with the courage to challenge injustice wherever they see it and to make a difference in their community and beyond.	Across our curriculum areas, we consider people who are less fortunate than ourselves in different settings, considering how we can affect this through our acts of love and generosity, ensuring that we learn from the past to make a difference for our future, providing our community with the support to make good personal and financial decisions. Through our teaching we model positive relationships, promoting social inclusion and combating prejudice. We nurture supportive and happy relationships throughout school, ensuring children thrive in their community and are valued by those around them.	Our school mission is to inspire our school family to strive for greatness whilst remaining humble and kind. The adverb "humbly" moves us away from personal success to high expectations and celebration of others gifts and how we can all work together using them. We celebrate children's different skills through creative opportunities, both expressing experiences through the arts and utilising these to develop empathy with others and to understand the lives of others. Reflection, forgiveness, and reconciliation are our core behaviour principles. By encouraging our pupils to think about the choices they make we enable them to make caring decisions, to support their own and other's futures.

## Roles and Responsibilities

### 2.1 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
- The school is teaching a "broad and balanced curriculum" which includes English, maths, science and religious education, and enough teaching time is provided for pupils to cover the 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

## **2.2 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

## **2.3 Other staff**

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

Core Subject Leaders manage their own separate subject policies (reviewed annually), write their own action plans and carry out monitoring of teaching and learning in their subject throughout the year. They provide feedback to teaching staff, support them with long, medium and short term planning and lead CPD relevant to their subject.

Foundation Subject Leaders also write and review their own action plans, monitor teaching and learning within their subject and support teachers with planning.

Phase Leaders work in partnership with Core and Foundation subject leads in order to ensure the curriculum is being implemented effectively. They monitor teaching and learning within their phase and support teachers.

The SENCo & Inclusion Manager monitors the provision for children on the SEND register and ensures teachers and Learning Support Assistants are supported and receive any necessary CPD to enable them to adapt to the specific needs of the pupils they teach and support.

The Assessment Lead monitors the attainment and progress of children across the curriculum, leading Standards and Progress meetings with teacher teams to evaluate and ensure the curriculum is being implemented effectively. The Assessment Lead also supports subject leads with analysis of their own subject's attainment and progress data.

## **Organisation and Planning**

### **The Cornerstones Curriculum**

St Paul's Cray Primary provide a creative curriculum based around the Cornerstones Curriculum; a nationally recognised approach for delivering outstanding learning opportunities for children.

The Cornerstones Curriculum is a creative and thematic approach to learning that is mapped to the 2014 Primary National Curriculum to ensure comprehensive coverage of national expectations. Our curriculum is delivered through Imaginative Learning Projects (ILPs) which provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning. We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum.

Children progress through four stages of learning in each ILP – Engage, Develop, Innovate and Express. To find out more about these stages please click on the link through to the Cornerstones website:

<https://cornerstoneseducation.co.uk/about/>

Teachers use the Cornerstones resources as well as integrated ICT and a diverse range of educational visits to ensure the curriculum suits local needs and contexts. All of the children's reading and writing is linked closely to their curriculum topics to ensure a good understanding and allows us to develop a rich vocabulary base.

Specialist teachers are used in some subjects (e.g. PE coaches and MFL) to further enhance the quality of teaching.

## **Planning, Preparation & Assessment**

Teachers plan in a team with their year group, where this applies, or individually if they are in a year group with a one-form intake. The Cornerstones resources are used to map out long and medium-term topics and themes. A range of resources are used to plan for each week, adapted to suit the needs of our children and not taken solely from the Curriculum Maestro website. Teachers have a wide range of technology available to enhance learning, including iPads and chromebooks. Teachers use their PPA time for moderation and assessment as well as planning.

Please view individual subject policies for further information on subject-specifics.

St Paul's Cray Primary use a range of strategies to assess the children at our school. For foundation subjects, we use our Trust's APAT assessment grids termly to assess children's attainment. For Maths and English, we use PiXL assessments and track attainment on the PiXL website, comparative to National expectations. For all subjects, we use Target Tracker to track progress across year groups and assess children against end of year targets.

Further information can be found on the APAT assessment policy.

## **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 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.

## **Monitoring Arrangements**

Our school follows a robust monitoring cycle which includes:

- learning walks
- book looks
- pupil voice
- staff voice
- lesson observations

These are conducted by subject leaders, phase leaders and SLT to ensure that all judgements are fair and that staff are being supported in delivering the curriculum. This monitoring also forms a basis for ongoing CPD for staff to ensure that standards are high and staff feel supported.

## **Links with other policies**

- Individual subject policies
- APAT assessment policy
- EYFS policy
- Assessment policy
- Marking and Feedback policy

- Presentation policy
- SEND policy
- MHWB policy
- Teaching, learning, assessment and monitoring policy