



# Shawfield Primary School

## Curriculum Policy

Written: February 2022

Reviewed:

Next Review: February 2025

## 1. Curriculum aims

### Curriculum Intent

Shawfield Primary School have embarked on developing an enriched, inspirational curriculum where the subjects are linked to extend learning. The Shawfield Curriculum follows the statutory guidelines of the National Curriculum 2014 and is broad, balanced and topic based. This means that we plan the children's learning around the topic for the half term. Great emphasis is also placed on planning the curriculum so that there is continuity and progression, challenge and pace. Our curriculum draws upon resources in our local community, enabling the children, wherever possible to learn through rich first-hand experiences.

The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education. It is important that the curriculum considers the development of the whole child. The curriculum is underpinned by the school's values (**Aspiration, Respect, Resilience and Trust**) and these are taught on their own and through other areas of the curriculum, including assemblies.

### Curriculum Implementation

Knowledge underpins and enables the application of skill. We strive for children to learn new skills alongside knowledge, ensuring that both are explicitly developed. Recognising that knowledge and skills are intertwined, ensuring teaching and learning is relevant and meaningful.

English is taught using a whole school approach, The Write Stuff by Jane Considine. Teachers follow the White Rose scheme for Maths. Teachers are supported in their delivery of specialist subjects such as MFL, Music and PE through nationally recognised schemes.

As a Local Authority Maintained, Church Affiliated School we follow the Surrey Agreed Syllabus for RE (2017-2022).

[Details of RE units for each year group can be found here.](#)

### Curriculum Impact

The curriculum Shawfield Primary School will set learners up for life with the knowledge and skills to be well-rounded individuals, mentally and physically healthy, with an appreciation for, and generosity towards people, the world and the universe around them.

## 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 body

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing body 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 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 body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body 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 All staff

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

## 4. Organisation and planning

The Shawfield curriculum is clearly sequenced and planned in conjunction with the progression of skills documents for each subject. This enables our teachers to ensure coverage of the curriculum. We have 6 half term units for each year, overviews of these can be found on the school website.

The curriculum offers regular opportunities for immersive and practical experiences. We use our local area to make the learning as relevant to the children as possible, this includes visits to Ash Ranges, Ash Museum and the Basingstoke Canal.

The children benefit from residential visits in year 4, 5 and 6 where they focus on a range of skills including teamwork and resilience.

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 SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND 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 SEND policy and information report.

## 6. Monitoring arrangements

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

- learning walks, pupil conferencing and reviewing long and medium term plans.

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

- school monitoring visits, meetings with children and reviewing long and medium term plans.

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

- planning scrutinies, learning walks, book scrutinies and pupil conferencing.

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

This policy will be reviewed annually by the Headteacher. At every review, the policy will be shared with the Curriculum and Standards Committee

## 7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Teaching and Learning policy
- SEND policy and information report
- Equality information and objectives