



# Curriculum Policy

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## **Introduction**

We offer an exceptional curriculum for all our children that is both broad and balanced. It promotes the academic as well as spiritual, moral, cultural and physical development of the children, preparing them for the opportunities, responsibilities, and experiences of later life. Our learning experiences aim to develop long term, memorable knowledge, concepts and skills through carefully sequenced learning throughout their time here at Chase Bridge. This is because we know that long term, deeper knowledge grows when links are made between concepts, which build on prior knowledge and are applied in different contexts. As the children progress through the school, the skills and techniques develop with them and are built upon year upon year. At the centre of our provision is our core belief that the curriculum should support pupils to excel at learning, express their talents and care for others.

The school curriculum comprises the whole learned experience of the child during their time here at Chase Bridge. This includes:

- carefully sequenced units of learning equip children with a range of skills in all subjects and ensure learning is embedded through purposeful opportunities
- the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and cooperate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing their knowledge, skills and attitudes to learning - we believe this helps all pupils to achieve their true potential. We actively promote British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the rich history in the local environment, including the contribution of Britons that live or have lived locally and are connected to the school in some way to innovation, excellence and changes in the world.

Chase Bridge also has exceptional extra-curricular provision that provides extended opportunities for children to explore new areas of learning and interest or deepen their experience, particularly in sport and music.

## **Curriculum aims and objectives**

The aims of our school curriculum are to:

- provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- support pupils' spiritual, moral, social and cultural development, including an awareness of their own spiritual development, understanding right from wrong;
- 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 a high academic/vocational/technical ambition for all pupils
- equip pupils with the knowledge and cultural capital they need to succeed in life
- help children understand Britain's cultural heritage and the diversity within it;

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- enable children to be positive citizens in society;
- help children understand and value the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- enable children to have respect for themselves, high self-esteem, and to be able to live and work cooperatively with others.

### Legislation

- 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](#).

### Diversity

Chase Bridge serves a diverse community. By the time the children leave our school we want them all to know that people from a wide variety of backgrounds - gender, ethnicity, religion or disability - have made significant contributions to our values, the country and the world. The curriculum will ensure our children learn about a diverse range of peoples and cultures and, whatever their heritage, they feel positive about their identity and ability to achieve. We continually review the representation of people and cultures across the curriculum and look to ensure that there is an appropriate diversity and balance in the planned content.

### Inclusion

The curriculum at Chase Bridge is designed to provide access and opportunity for all children who attend the school. There are a range of factors that may present as potential barriers to learning, for example: prior low attainment, disadvantaged circumstances, being new to learning English, having a special educational need or disability. Our aim is to work proactively to remove these barriers and to put in place support and intervention that enables all pupils to make as much progress as possible.

In many instances the teacher, through Quality First Teaching, is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. This includes changes to class layout, adapting materials and differentiating materials. Children's special educational needs may be met by the use of intervention groups or one-to-one support from Teaching Assistants and teachers.

In addition to classroom practice, we also offer in-house support for specific interventions and will make referrals to external agencies as required for advice and recommendations on specific difficulties.

### Equality Statement

We welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality are:

- Eliminating discrimination
- Fostering good relationships
- Advancing equality of opportunity

We will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their: age, gender, race, disability, religion or belief, sexual orientation, gender identity, pregnancy or maternity.

### The National Curriculum

The national curriculum provides the children with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.

The national curriculum is just one element in the education of children at Chase Bridge. The national curriculum provides an outline of core knowledge around which we develop carefully sequences of learning to incur progress in the development of pupils' knowledge, understanding and skills.

	<b>Early Years</b>	<b>Key stage 1</b>	<b>Key stage 2</b>
<b>Age</b>	3-5	5 – 7	7 – 11
<b>Year groups</b>	Nursery & Reception	1 – 2	3 – 6
<b>Core subjects</b>	Early Years Foundation Stage Framework		
English		✓	✓
Mathematics		✓	✓
Science		✓	✓
<b>Foundation subjects</b>			
Art and design		✓	✓
Citizenship			
Computing		✓	✓
Design and technology		✓	✓
Languages			✓
Geography		✓	✓
History		✓	✓
Music		✓	✓
Physical education		✓	✓

RSE is also statutory in all primary schools.

## Curriculum Planning and Organisation

Curriculum subjects are planned and taught in three main ways; in practice, the teaching of subjects might be a mixture of all three approaches:

- **Continuous** - timetabled subjects typically taking place every day or weekly
- **Connected** - subjects where we are actively looking to enhance learning through cross-curricular opportunities
- **Blocked** - discrete subjects taught in a 'chunk' at a particular point in the year

The curriculum is separated into core and foundation subjects. The core subjects are English, mathematics and science. These subjects are sub-divided into programmes of study for key stage 1, lower key stage 2 and upper key stage 2. The programme of study for Religious Education is not part of the National Curriculum and we follow the local SACRE guidance; Relationships and Sex Education is taught through our PSHE programme.

Core knowledge and skills in reading, writing and mathematics are mainly taught discretely and continuously. However, they are also taught through other subjects in a connected way that enhances the children's learning: there are many good practical opportunities, for example, to teach mathematics through science, or reading and writing through history.

Our long term curriculum progression maps outline the key themes for each half-term that are based on a lead subject but also bind together knowledge and skills from across the national curriculum. In their totality, across each key stage, they ensure that statutory requirements are met. However, this is a minimum and the curriculum at Chase Bridge goes well beyond this, making extensive use of the resources and cultural capital in the local area: many of our themes are linked to an understanding and appreciation of the local area and the people that have lived here and in some cases are connected to the school.

From the long term planning overview, year group teams develop their medium term plans. These give details on the specific learning that will be covered and can be found on the school website curriculum page.

### Half-termly Themes - Our Connected Curriculum

Alongside the continuous work on the core knowledge and skills in reading, writing and mathematics, the connected curricular themes provide a framework for much of the children's learning over each half term. Our curriculum is mapped out using half termly topics; this allows for plenty of cross-curricular learning and enrichment activities, as well as supports children to make links between the knowledge they are acquiring. During English lessons, class texts are carefully selected to reflect the current topic, leading to meaningful and engaging writing opportunities based on the topic, author, plotline, characters and/or setting.

### Phonics

At Chase Bridge Primary School, we use the Little Wandle systematic synthetic phonics programme for early teaching of reading and writing. Phonics is making connections between the sounds of our spoken words and the letters that are used to write them down. Our phonics teaching follows the cycle of revisit and review, teach, practise and apply. Our aim is to teach children to sound out and blend in order to read words.

Our reading books are Big Cat Phonics for Little Wandle Letters and Sounds Revised, which are a diverse range of decodable phonics books.

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There are two types of reading book that are sent home to be read with parents:

1. A reading practice book. This will be at the correct phonic stage for each child. They should be able to read this fluently and independently. This book will have been carefully matched to each child's current reading level. This will support each child to develop fluency and confidence in reading.

2. A sharing book. Each child will not be able to read this on their own. This book is for parent and child to read and enjoy together. In order to encourage each child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen individually to enjoy together at home. Parents should discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book, and role model enjoying a book.

### Assessment and Evaluating Impact

We assess and evaluate the impact on pupils' learning for two purposes: to track the progress that individuals make with their learning and secondly to evaluate the overall impact on pupils' progress in subjects across the school throughout the year.

A wide variety of strategies are used to assess and evaluate impact. There are statutory summative assessments, as well as a range of internal formal and informal tests, quizzes and assessments that can be both formative, diagnostic and summative. The following grid gives an overview of the range used to evaluate impact, with AfL throughout a unit utilised for all subjects to inform pedagogy, planning and practice.

	statutory tests	unit assessments/ quizzes	unit projects	work book scrutiny and reviews	mindmaps
English	✓			✓	
Mathematics	✓	✓			
Science		✓		✓	
Art and design			✓	✓	
Computing			✓		
Design and technology			✓		
Languages		✓			
Geography				✓	✓
History				✓	✓
Music			✓		
Physical education		✓			

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Religious education					✓
Relationships & Sex Ed		✓			

## 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, ensuring 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 (SEN)
- 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

**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

**Subject Leaders:** the subject leaders are responsible for:

- develop and review regularly the vision, aims and purpose for the subject area
- oversee the planning of the curriculum content, ensuring it is well sequenced to promote pupil progress
- ensure the planned curriculum is effectively and consistently implemented across the school
- make sure there is an effective system of assessment that oversees the progress of pupils to ensure the curriculum has a positive impact on pupils' learning
- monitor teaching and learning by visiting lessons, looking in books, and talking with pupils to assess subject area strengths and areas for development
- audit, check and manage resources to ensure they are up to date and match pupil and curriculum needs

