

# CURRICULUM POLICY

## ABBOTSWOOD JUNIOR SCHOOL

Reviewed by Senior Leadership Team November 2022, review November 2025

### 1 Introduction

**1.1** Our curriculum includes all the planned activities that we organise in order to promote learning and personal growth and development. It includes, not only the formal requirements and subjects of the National Curriculum Framework document, but also the wide range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave as well as the opportunities they encounter (monitors, school council, etc.), so that they achieve their potential. We have developed a curriculum that is engaging and creative but also relevant and purposeful to the children.

### 2 Values

**2.1** Our school ethos is one of encouraging success and progress while also building learning power and aspiration within every child. Our curriculum is underpinned by our STARS values (Stickability, Teamwork, Aspiration, Respect and Stretch) which play a pivotal role. Therefore, when we teach the curriculum, we weave our values into the learning activities so that, as well as acquiring knowledge, the children are developing as lifelong learners.

**2.2** Our school is in full agreement with the aims and guidance included in the introduction to The National Curriculum in England Framework document. These are the main values of our school, upon which we have based our curriculum. At our school:

- We value the way in which all children are unique and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person as well as their intellectual and physical growth.
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are and we treat them with fairness and honesty. Our aim is for every child to be successful and we provide equal opportunities for all the children in our school.
- We value our environment and we aim, through our curriculum, to teach respect for our world, ensuring children recognise how we should care for it for future generations as well as our own.
- We value the commitment of children, staff and governors in actively supporting / delivering a curriculum that engages the whole child. This therefore includes the National Curriculum subject areas, cross-curricular themes, our acts of collective worship, the ethos of the school (including

social, moral, spiritual, physical and cultural education) and all the extra-curricular activities facilitated by the school.

### **3 Aims and objectives**

#### **3.1** The aims of our school curriculum are:

- to teach children the basic skills of literacy, numeracy, science and computing;
- to create an integrated curriculum that draws links between their rich reads and other curriculum areas;
- to increase our children's vocabulary by offering opportunities to encounter and use a variety of new words;
- to enable children to develop their Speaking and Listening skills through directed sessions;
- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning so that children enjoy coming to school and acquire a solid basis for lifelong learning;
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to give children a rich curriculum that offers opportunities for developing their cultural capital;
- to help children understand Britain's cultural heritage;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education (Living Difference 4);
- to teach children to have an awareness of their own spiritual development and to understand right from wrong;
- to help children understand the importance of truth and fairness so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves, high self-esteem and to be able to live and work cooperatively with others.

### **4 Organisation, Planning and Evaluation**

**4.1** At our school, we plan our curriculum in three phases. We agree on a long-term plan which indicates the topics that are to be taught in each term and to which groups of children. We review our long-term plan on an annual basis.

**4.2** Through our topic overviews, we give clear guidance on the objectives that we use when teaching each topic, any enrichment activities and what the hook and outcome will be. Using the Medium Term Overviews for each subject, plans are prepared by year teams, with guidance from Subject Leaders where necessary.

**4.3** Our short-term plans are those that our teachers use to set out the learning objectives/skills for each session and to identify which resources and activities we are going to use in the lesson.

**4.4** Throughout the school, we plan the curriculum carefully so that there is coherence and full coverage of all aspects of the National Curriculum and there is

planned progression in all curriculum areas. Medium Term Overviews for each subject are prepared by Subject Leaders to show the key knowledge and skills to be taught within each unit so there is a clear and carefully sequenced progression.

**4.5** Our curriculum is broad and balanced. In order to achieve this, we may hold special focus days or weeks. Due to our integrated curriculum, the subjects are organised across the year so they are taught during the most relevant topic. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

**4.6** Year teams are responsible for evaluating all aspects (hook, outcome, enrichment), as well as each subject within a learning unit, every half term. These evaluations are used by Subject Leaders for subject monitoring and by the Curriculum Leader who uses them to evaluate curriculum provision as a whole.

**4.7** All learning is carefully differentiated to meet the needs of all learners and we challenge pupils at the earliest point within a lesson.

## **5 SEND**

**5.1** The curriculum in our school is designed to provide access and opportunity for all children who attend the school.

**5.2** If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. If a child displays signs of having special needs, his/her teacher, in consultation with the SENCo, uses the 'graduated approach' to make an assessment and a plan of action for that child. In most instances, the teacher is able to make reasonable adjustments with resources and educational opportunities which meet the child's needs within the normal class organisation. For higher levels of need, we contact external agencies and professionals to support with more specialised assessments. This may sometimes lead to a request for statutory assessment in order to apply for an Education Health and Care Plan (EHCP). We always provide additional resources and support for children with special needs.

## **6 The role of the Subject Leader**

**6.1** The role of the Subject Leader is to:

- provide a strategic lead and direction for the subject;
- ensure objectives and skills are mapped out to show the sequence and order of what children are expected to know in each year group, including key vocabulary;
- support colleagues on developing the subject e.g. planning support;
- monitor pupil progress in that subject area through work sampling, planning monitoring, pupil conferencing etc;
- identify efficient resource management for the subject;
- act upon curriculum evaluations by year teams;
- collate evidence for a standardisation folder to support assessment

**6.2** It is the role of each Subject Leader to keep up to date with developments in their subject at both national and local level. They review the way the subject is taught in the school and offer guidance and support for year teams on how to improve. Each Subject Leader reviews their subject through monitoring of planning, work sampling and pupil conferencing to ensure there is full coverage of objectives and that progression is accurately planned into topics.

## **7 Monitoring and review**

**7.1** Our governing body's Curriculum and Standards Committee, in partnership with the Headteacher, is responsible for monitoring the way the school curriculum is implemented.

N.B. Governor monitoring to measure the impact of this policy will include:

- Governor visits to learning unit hooks/outcomes
- Classroom visits related to children's learning (scaffolded by SLT/Phase/Year Leaders/Subject Leaders)
- Pupil conferencing related to learning

**7.2** The Curriculum Leader is responsible for the day-to-day organisation of the curriculum.

**7.3** Subject Leaders monitor the way their subject is taught throughout the school, as above, to ensure that appropriate objectives, skills and teaching strategies are used. Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.