



CHINLEY PRIMARY SCHOOL

CURRICULUM POLICY 2022-23

INTRODUCTION

The curriculum covers the whole range of pupils' learning experiences. At Chinley School we believe that our curriculum should be broad, balanced, inclusive and relevant to the needs of all children whatever their individual needs, ability or background. The curriculum is comprised of the National Curriculum and the wider curriculum. We ensure that the children have a range of learning experiences that challenge, stimulate and promote thinking skills, independence and collaboration. The Governors, Headteacher and Subject Leaders ensure that the curriculum meets statutory needs.

INTENT

The curriculum design at Chinley School promotes high standards in all areas of learning and provides rich and memorable experiences. It should equip children to contribute to the global and local community in which they live, to enjoy happy and safe lives and be well prepared for the next stage of their education and beyond.

The intent of our curriculum design is to:

- Follow the National Curriculum.
 - Promote high standards in reading, writing and mathematics.
 - Provide all learners with opportunities to read widely across genres and subjects and for pleasure.
 - Promote high standards of presentation with children taking a pride in the work they produce.
 - Allow children to develop independent learning skills and resilience for life-long learning.
 - Enable children to acquire knowledge and skills in S.T.E.M. (Science, Technology, Engineering and Mathematics) to access the modern world.
 - Promote well-being and healthy lifestyles and develop children's mental strength.
 - Provide art and cultural activities and experiences, both locally and further afield.
- Promote and develop an understanding of British Values including tolerance, kindness and charity.
- Equip our children for life outside of school, how to keep safe, manage risk effectively and contribute to our local community.

CURRICULUM ORGANISATION

The children enjoy a broad and balanced curriculum covering all the National Curriculum subjects:

Core subjects

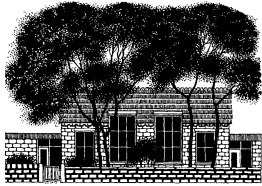
English
Mathematics
Science

Foundation Subjects

History
Geography
Music
Design and technology
Languages (KS2)
Art and Design
Physical Education

Other Subjects

Personal, Social, Health and Economic Ed.



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Religious Education

Computing

We teach each of these subjects with reference to specific guidelines published by the DfE. The National Curriculum 2014 stipulates the teaching programmes of study for each of the Key Stages (1 and 2) within the primary school. We assess children's progress at the end of key stage 1 and end of key stage 2 in line with statutory requirements.

CURRICULUM DESIGN

The Curriculum at Chinley Primary School is designed through collaboration with a range of stakeholders; *all staff, Governors and pupils*.

Planning involves individual teachers working in collaborative groups across school in Key Stages, subject focussed groups and as a whole school. INSET time was used for curriculum design during the 2018/19 academic year and reviews/evaluations continue each year as we refine the offer.

The curriculum has agreed principles:

- It must be progressive building on the skills children have learned previously.
- We work in a cross-curricular way, making links across and within subjects to strengthen learning in context.
- Planning begins with a high quality text.
- We work hard to ensure children learn more and remember more.
- Relationships and Sex Education(RSE), British Values and Character Education is taught explicitly in taught sessions however it is also implicit in all we do and is a thread throughout the curriculum.

SUBJECT SPECIFIC LEARNING STRATEGIES

- Since 2018 in mathematics, children learn through a mastery approach. We follow the *White Rose* materials supplemented with our own methods. This approach begins in the summer term in Year 1.
- We have adopted the *Reading VIPERS* approach to teaching reading comprehension and wider reading skills throughout school. The strategy focuses on Vocabulary, Inference, Predict, Explain, Retrieve and Sequence/Summarise.
- In phonics we follow the accredited *Jolly Phonics* scheme.
- Our PSHEE scheme is *Character Education* devised by the University of Birmingham. This teaches children a range of virtues including tolerance, patience and kindness.
- We developed the RSE scheme of work in conjunction with the *NHS Healthy Communities* programme and utilise the NSPCC.

ROLES AND RESPONSIBILITIES

The Headteacher has the responsibility for the leadership of the curriculum and delegate responsibility to key staff:

- Subject leaders are responsible for monitoring teaching, learning and standards in their subject. They report to the Headteacher. Subject leaders liaise with class teachers over the content and delivery of units



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of work. They evaluate and monitor using a range of strategies including book scrutiny, peer assessment and learning walks.

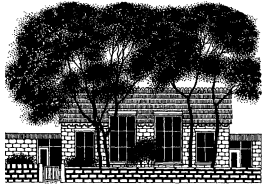
- Class teachers are responsible for ensuring that the curriculum is taught and that the aims are achieved in their class. They are responsible for ensuring they plan for a broad coverage of National Curriculum subjects.
- The Governing Body monitor the success of the curriculum in a range of ways; Curriculum Committee monitor children's progress in the core subjects and report to Full Governors, Link Governors involved in curriculum monitoring as well as scrutiny of work. The Headteacher's Report ensures that the Governing Body know about curriculum changes, children's progress, etc.
- The Headteacher is responsible for ensuring that standards of teaching and curriculum delivery are excellent through a range of strategies including performance management, book scrutiny, use of data, 'drop in' and learning walks.
- Subject Leaders and Senior Leaders are responsible for ensuring that appropriate Continued Professional Development (CPD) is available and supported through the school budget to ensure all staff have access.

IMPLEMENTATION

Teachers have good knowledge of what is taught. They use questioning and assessment effectively to address misconceptions and provide support for all pupils. Pupils' learning builds on prior knowledge and our aim is for all pupils to be excellent global citizens and be prepared for the next stage of their education and beyond.

The implementation of our Curriculum design requires:

- Subject leaders and teachers to understand their role in curriculum design. Subject leaders monitor, give advice and ensure progression in their area.
- Teachers show good subject knowledge and use excellent teaching strategies to support the progress and achievement of all learners.
- The use of data is proportionate and meaningful and will not impact negatively on staff workload allowing them time to plan excellent lessons. We collect data at 3 points of the year and that data is used to inform future plans, intervention groups and next steps for individual and groups of children.
- Subject leaders will identify next steps in medium term planning and work with teachers to develop this, especially when a gap in coverage or progression is identified.
- Subject leaders and senior leaders will review resources, schemes of work and approaches to learning on a regular basis to ensure they are appropriate and have impact in improving outcomes for children.
- New initiatives will be introduced carefully and be rooted in evidence based research, they will be trialled and evaluated for impact.
- Senior leaders and subject leaders will support staff by providing access to specific and bespoke high quality CPD opportunities.
- All staff will be responsible for promoting healthy lifestyles and well-being through the curriculum. This includes an hour of physical activity each day.



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- Senior leaders and Governors will ensure the school budget is managed effectively to prioritise curriculum areas which need investment in order to help manage staff workload in preparation of resources, etc. while providing children with a range of experiences and activities.

IMPACT

Pupils learn across a range of subjects using learned maths and English skills in a range of contexts. They will have experienced a curriculum which is progressive and well-taught. Outcomes for all groups of learners will be high, they will be fluent readers. Pupils will be well prepared for the next stage in their education and life beyond school.

The impact of our curriculum design is evidenced through:

- The progress children make in their learning across all subjects.
- The outcomes of published National test data and internal assessments.
- The quality of learning evident in the children's books, on displays and the way in which they conduct themselves around school.
- The children's ability to read fluently and with good comprehension skill and their love of reading.
- Pupil focus groups, led by subject leaders, to capture the impact of learning activities and their meaning to the children.

CHILDREN WITH ADDITIONAL AND INDIVIDUAL NEEDS

The curriculum at Chinley School is designed to provide access and opportunity for all children who attend the school. The curriculum is differentiated carefully and we adapt it to meet the needs of individual children when appropriate.

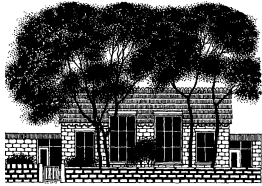
If a child has a special need, our school does all it can to meet these individual needs. We comply by the requirements of the SEN Code of Practice. If a child is identified as having special needs then an assessment is made by the class teacher supported by the school Special Educational Needs Co-ordinator (SENCO). Where appropriate school will seek support from external agencies to help best meet the needs of the pupil.

The school provides an Individual Education Plan (IEP) for the children who are recorded as having special needs. These set out clear targets; timescales and levels of support and are shared with the child and their parents. The plans are reviewed each term.

EARLY YEARS EDUCATION

The curriculum delivered in Nursery and Reception meets the requirements of the Early Years Foundation Stage documents (EYFS). Our school fully supports the principle that young children learn through play and by engaging in well-planned, structured activities.

During the first term in Nursery and Reception classes the class teacher begins to record the skills of each child on entry to school. This assessment forms an important part of future planning for each child. The EYFS progress tracker is used to monitor the progress children make from this starting point.



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MONITORING AND REVIEW

The Chinley School Curriculum Committee from the Governing Body is responsible for monitoring curriculum implementation using information and reports provided by Curriculum Leaders and the Headteacher.

EQUAL OPPORTUNITIES

All pupils will have access to the full curriculum irrespective of age, gender, race, disability, religion or belief.

Policy reviewed by Peter Lambert

September 2022

Agreed by Governing Body – minute number: CC09/190922a

Next date for review: September 2025