

# Stoneydelph Primary School



## Curriculum Policy

<b>Written by:</b>	E. Parsons	<b>Date:</b> April 2024
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# Curriculum Policy & Practice

## 1. Introduction

*This policy should be read in conjunction with the Stoneydelph Primary School Learning and Teaching Policy and the Early Years Policy.*

Stoneydelph Primary school is committed to achieving the highest possible outcomes for its pupils. This policy details how our vision for the development of *confident, happy, self-motivated learners who enjoy learning and see it as a life-long adventure*, is achieved through learning and teaching.

## Statement of intent

Stoneydelph Primary School aims to deliver a 21st century curriculum that inspires and challenges all of our pupils, staff and parents. The school aims to equip pupils with the skills and knowledge to develop their understanding of the world around them and to develop key learning dispositions that will prepare our pupils for the next stage in their learning journey. Stoneydelph Primary School aims to ensure that the curriculum is current, relevant and engaging for our pupils, taking account of British values of democracy, tolerance, mutual respect and individual liberty and the Community Academies Trust (CAT) vision for *Ensuring Excellence*.

## Policy

- The National Curriculum and the Staffordshire agreed syllabus for RE are used to plan teach and assess pupils from years 1 to 6 in all subjects using a holistic, practical, personal and experiential approach.
- The skills involved are subject specific and show progression in each subject through KS1 and KS2 to ensure that pupils can study in depth and master key components of learning.
- The school adopts a thematic approach to the teaching and learning of these skills. This empowers staff to ensure that skills can be taught in the most creative, current and relevant contexts for pupils and can be led by the cohorts' interests and needs.
- The Statutory Framework for the Early Years Foundation Stage sets the standards for learning, development and care for children from birth to 5 in Daycare, Nursery and Reception.
- A whole school strategic approach to the planning, teaching and assessment of the curriculum ensures that pupils receive a broad and balanced curriculum that takes account of the Primary National Curriculum 2014.
- Teaching staff will ensure that skills are appropriately differentiated in the planning and teaching stages to ensure a personalised approach to learning that takes account of SEND and more able pupils so that pupils can lead, and be responsible for, their own learning.
- The curriculum ensures links are made between subjects where appropriate. Subjects may be taught in blocks to allow creativity and flexibility within the curriculum to develop sustained pieces of work and to explore spontaneous teaching and learning opportunities.

- The school will use Cornerstones to track, monitor and assess individual progress in English and Mathematics and in Art, Design Technology, Geography and History.
- The school uses new and emerging technologies, the learning environment, outdoor learning and relevant resources to enhance the curriculum experience for all pupils.
- Extra-curricular activities during lunchtimes and after school such as art, drama, music and sports clubs allow children to develop their interests.
- Educational visits, including a residential visit, will develop children's engagement, interest and understanding, along with social interactions, independence, self-reliance, confidence and skills for the future. These visits are intended to inspire a love of learning as well as extending pupils' experiences.
- Physical activities provide opportunities to develop skills, coordination, and teamwork as well as promote a healthy lifestyle. Learners are given the chance to take part in competitive sports representing their house and school teams.
- The arts will be used to develop the children's skills, interests and confidence and will be given value through opportunities to perform and display to other children and adults within the school and the wider community.
- Pupil voice will be used to ensure a relevant and enjoyable curriculum. Teachers will take account of children's interests and evaluations of topics taught to guide the direction of future learning to ensure the curriculum is appropriately personalised, localised and secures high levels of enjoyment.

## **2. Procedure and Practice**

- Subject leads are responsible for the auditing, evaluation and refinement of the knowledge and skills for their subject. The curriculum lead and SLT will ensure the Stoneydelph Primary Curriculum is meeting the needs of its learners and the wider requirements of the CAT.
- Teachers will use the school planning formats to ensure that skills are strategically grouped over the course of the year.
- Class teachers will plan a thematic sequence of learning based on identified skills and knowledge from long term plans. Please note that the sequence may vary in time dependent on the context and number of skills being taught.
- Class teachers will use Cornerstones and progression grids to assess individual pupils against their progress.
- Class teachers will regularly update and evaluate Cornerstones and the progression grids to ensure that they are strategically aware of the needs of the cohort. This will then be passed on to the next year group team at the end of the year.
- Class teachers / Subject Leads will lead curriculum meetings or share relevant curriculum related materials with parents in the autumn term
- Parents' Evenings take place termly with the opportunity to view books.
- Class / year assemblies for parents take place across the year to share curriculum learning.

## **Equal Opportunities**

We believe it is the right of all children, regardless of their gender, ethnicity, physical ability, linguistic, cultural or home background, to have access to quality learning experiences across all areas of the curriculum in a safe, secure and supportive environment that promotes high levels of achievement and personal wellbeing. In the event that parents have strong objections to the proposed content of the Programmes of Study (POS), discussion is invited with the class teacher and possible withdrawal from the lessons will be considered. If withdrawal is agreed, alternative provision will be made by the class teacher providing exposure to relevant learning objectives delivered to the same high standards. We recognise that adults may have preconceived expectations of children's behaviour, and are committed to challenging discrimination and stereotypes. Therefore, we will ensure that our Behaviour Policy is communicated to, and can be accessed by, the whole school community. We encourage everyone in our school community to understand and follow the Behaviour Policy.

We recognise that children's behaviour can be variable and can be affected by different situations and their emotional needs. We feel it is important that the whole school has a consistent approach to promoting positive behaviour with clear expectations.

## **Adapted Curriculum**

Pupils who find it difficult to access the curriculum due to individual needs have access to a personalised curriculum and resources through consultation with the class teacher, SENDCo and other relevant agencies. Teachers plan carefully to meet the needs of pupils with SEND and communicate this to teaching assistants through planning documents and timetables which are shared in advance of the lessons. Teaching assistants deliver support to pupils who require additional help in lessons and through interventions under the direction of classteacher and SENDCo.

## **Monitoring, Evaluation and Review**

- The use of targeted learning objectives / challenges will encourage children to become assessment-literate learners who develop a growth mindset.
- Subject Leads will conduct audits through yearly 'Deep Dives' for their subject to ensure curriculum coverage and maintain a subject leader folder.
- A range of monitoring activities will be planned and included in a termly monitoring timetable. This involves lesson observations, learning walks, book trawls, environment audits and pupil voice that will evaluate the impact of the curriculum on learning and teaching. Governor monitoring is embedded in this schedule.
- Pupil voice will be used to evaluate the impact of the curriculum on pupil engagement.
- Through the delivery of this policy, Stoneydelph Primary School aims to deliver a *world class* education to all pupils and prepare them for the life-long adventure of learning.

**Other Relevant Policies and documentation:**

1. Subject specific Learning Intents and Skills & Knowledge Progression Grids
2. The Learning and Teaching Policy
3. Equal opportunities Policy
4. SEND and Inclusion Policy
5. E-Safety Policy
6. PSHE Policy
7. The Early Years Policy
8. The Behaviour Policy