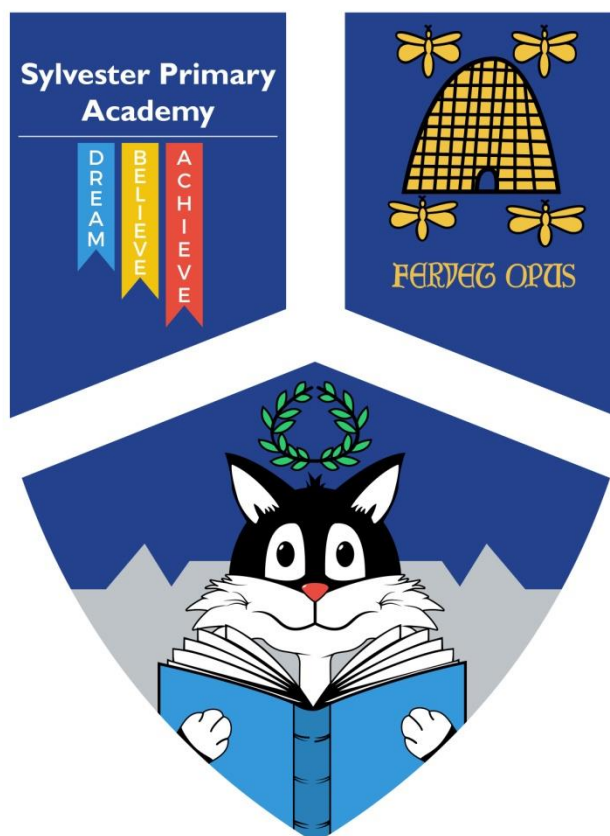


# Whole School Curriculum Policy

## Sylvester Primary Academy



**Approved by:** Local Governing Body

**Date:** February 2022

**Last reviewed on:**

**Next review due by:** February 2025

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## 1. Our Curriculum Statement of Intent and Aims

***Our aim is to provide our children with an engaging, exciting and empowering curriculum that equips them for today and tomorrow.***

At Sylvester Primary Academy, we support learners through experiences that will harness their love for learning, whilst nurturing their individuality. The stimulating curriculum is designed to encourage creativity, problem solving, resilience, proactive thinking and collaboration, in order to develop independence. The curriculum will recognise children’s prior learning and experiences, provide first hand learning experiences, allow the children to develop interpersonal skills, and become critical thinkers.

*Our aim is to provide a high quality, broad and balanced language rich curriculum, delivered through rich, imaginative and cross-curricular learning that will inspire children. Curriculum coverage allows all pupils to access content and make progress, with clear knowledge progression and sequencing of concepts being fundamental elements of curriculum planning.*

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We constantly provide enrichment opportunities to engage learning and extend children’s experiences. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our Sylvester Values (Respect, Responsibility and Resilience) to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an integral part of our curriculum, inviting families and visitors to facilitate learning new skills and sharing experiences such as assemblies, curriculum information sessions and community events.

Children leave Sylvester with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners. Members of school staff, pupils and parents are aware of our high expectations and have equal ambition to reach them.

In order to develop confident, aspirational learners, all members of Sylvester Primary Academy will promote children and young people’s emotional, mental and physical well-being. All learners will be supported to ensure they reach their fullest potential. We will support and develop positive attitudes and a strong sense of self in everyone, enabling each of our learners to flourish. Our children and young people will be active participants in shaping their learning. We recognise and value pupil, parent and staff voice.

Sylvester Primary Academy will develop respect for every individual and for others. The academy community will respect and rejoice in the diversity of others, being positive and open to differences in a fair and equal society. We will engender mutual respect between all members of the community and the wider world.

Our curriculum aims to:

- › Provide a broad and balanced education for all pupils that is 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
- › 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
- › Equip pupils with the knowledge and cultural capital they need to succeed in life
- › Promote the learning and development of our youngest children and ensure they are ready for learning throughout the school

## 2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

This policy complies with our funding agreement and articles of association.

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 board

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

The governing board will also ensure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets
- › The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- › 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

## 3.2 Principal

The principal 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
- › Requests to withdraw children from curriculum subjects is managed, 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 SEND

## 3.3 Other staff

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

All teachers (with the exception of ECTs) have the responsibility for leading a curriculum area in school. Separate policies are available for all curriculum areas.

## 4. Organisation and planning

Our curriculum is organised and delivered to ensure that there is full coverage of the National Curriculum, that the curriculum is progressive and builds upon prior learning (see individual subject areas for detail of how each core and foundation subject is organised and planned across school).

- › We use a text led approach to the teaching of English across the school and wherever possible links are made to other curriculum areas through these texts.
- › Our curriculum approach is thematic, with themes being considered each half-term. Cross-curricular links to science, history, geography and other foundation subjects are made and developed, wherever this is appropriate.
- › Some aspects of the curriculum, such as mathematics and PE, are taught discretely, ensuring that there is full coverage of the National Curriculum.
- › All subjects are designed, delivered and sequenced to ensure that links in learning are made wherever possible, but that full coverage of the EYFS and National Curriculum occurs.
- › Throughout our curriculum, there is a focus on
  - Relationships and health education
  - Spiritual, moral, social and cultural development
  - British values
- › Long, medium and short term planning is available for all subject areas taught. A range of resources support our curriculum planning and delivery.

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 SEN 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

Governors monitor whether the school is teaching a “broad and balanced curriculum” which includes the required subjects, through:

- Attending governing body meetings, attending relevant training, school visits, scrutiny of pupils’ work, learning walks and pupil interviews.

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

- Analysis of data, learning walks, book scrutinies and pupil voice interviews.

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

This policy will be reviewed every three years by the local governing body.

## 7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Core and Foundation subject curriculum policies
- SEND policy and information report
- Equality information and objectives
- Relationships and Sex Education Policy