



# Curriculum Policy:

## Aims

At the heart of our curriculum vision is the desire to facilitate children in their **spiritual, moral, social and cultural** development. We do this through the promotion of our key Christian Virtues of:

- ✓ Perseverance
- ✓ Generosity
- ✓ Truthfulness
- ✓ Courage
- ✓ Justice
- ✓ Compassion
- ✓ Thankfulness
- ✓ Respect
- ✓ Friendship
- ✓ Trust

We also want to enable them to develop their knowledge, understand concepts and acquire skills. We aim to do this by providing:

- ✓ a **genuine** accumulation of **deep** learning
- ✓ children with **intellectual, artistic and physical** nourishment
- ✓ a **cohesive curriculum** with **clear links** between lessons and links between subjects
- ✓ a real purpose in connecting **what they have learnt** with their understanding of the **wider world**
- ✓ **spirit of excitement** from being able to see the '**bigger picture**' of the learning
- ✓ a **knowledge base that sticks** in the mind and stays with our children

## Organisation and Planning

### What's the big idea?

At Kniveton, we begin with a key **over-arching question or idea**. From this, a roadmap is formed over the medium term which provides children with the knowledge and expertise to answer that key question or grasp that fundamental idea and then **showcasing** that knowledge to a real audience.

### Making links

Children are routinely provided with **bridges** or **links** between lessons so that learning never becomes 'bitty' or disjointed. The lesson will always be framed in the bigger picture. Typical introductions to lessons will be:

"We are learning about this today because..." "You remember in our last lesson when..."  
"It is important to know about this because..." "Knowing this today will help us to..."

Furthermore, as the unit unfolds, typically over a half term, key themes from other subjects are revisited ensuring that learning is **consolidated** and given greater **contextualisation**. This is possible because the curriculum has been **mapped out over the key stage** and **mapped out over the year** to create meaningful connections between subjects.

### Fluidity to planning

For this reason, short-term medium plans may change so they do not get in the way of the 'flow' of the learning. The focus is always on ensuring teachers are providing a scaffold for children to understand the **bigger picture**.

## Christian virtues

When planning a unit, teachers will look for opportunities to link the most appropriate of our Key Christian Virtues. See the example below:

## Express yourself

Finally, children will express their ideas and understanding of the subject in a variety of ways, not just written. All children have a right for their ideas to be heard, and at Kniveton we give children the opportunity to express themselves in a variety of ways. Children may convey their learning by producing **podcasts**, creating **collages**, publishing **posters**, digital **presentations** and much more.

When work is written, it will be when children have had time to acquire the appropriate amount of **background knowledge**; the time to receive robust and precise **feedback**; the time to **redraft** and **revisit** their work until it is their best. Crucially, children will create beautiful work for **real audiences**. For example, children may create a class blog, prepare an exhibition with detailed notes for visitors, taking part in local community projects, preparing for families and governors to come into school to see their learning.

Below, you will find an example of how a Class 3 (Year 5/6) unit of history will be planned over the medium term to include the above elements:

History: What happened to the Ancient Maya?	Resources
<ol style="list-style-type: none"><li>1. To use evidence to reach conclusions about the lives of the Maya in the past and the present.</li><li>2. To reach conclusions about the Maya by investigating their ancient cities, and to understand why the cities remained hidden for so long.</li><li>3. To know and understand why religion was important to the Maya.</li><li>4. To investigate Maya technology and culture and reach a conclusion on how advanced Maya society was.</li><li>5. To be able to provide valid reasons why the Maya disappeared around 900 AD.</li><li>6. To reach a conclusion about whether the Maya are a significant society and should be remembered.</li></ol>	Rising Stars (log-in on password book) National History Association.
	Links
	History: Links with Stone Age and Ancient Egyptians (See unit overview on Rising Stars). Forest School: Creating places of worship to honour RE: Polytheism lesson.
	Assessment
	In week 6, children will write/record an argument justifying why the Mayan civilisation should be remembered
	Trips/Hooks:
To make Mayan Hot Chocolate.	
Core curriculum opportunities	
Writing a diary entry as a member of the Mayan community.	
Christian Virtues and SMSC Links:	
<ul style="list-style-type: none"><li>• Truthfulness: Lesson 1: It's important that the conclusions we make about cultures and civilisations are based on evidence.</li><li>• Respect: Lesson 3: To show respect when discussing the customs and practices of the Ancient Mayan people, even if they will seem unusual and very different.</li></ul> <p>SMSC: Cultural: Promote curiosity and respect as we learn about the diversity of beliefs and social backgrounds. SMSC: Social: We actively celebrate the uniqueness of all individuals.</p>	

## A note on teacher workload

A key consideration in this curriculum design is teacher workload. Teachers have the facility to draw on a range of **quality schemes of work**. They are also given time to **develop their own knowledge base** and time is also given to subject leaders to map out progression across the key stages. However, it is important that development of each of these subjects is not rushed and time is taken to monitor, analyse and reflect on the impact of the curriculum (see monitoring arrangements) and see how it can be further developed each year.

## 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 SEN
- ✓ 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 SEN policy and information report which can be found on our school website.

## Monitoring Arrangements

**Governors** monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- ✓ Regular school visits
- ✓ Governor board meetings
- ✓ School walk arounds
- ✓ Meetings with the headteacher
- ✓ Meeting with subject leaders

**Subject leaders** in conjunction with the **headteacher** monitor the way their subject is taught throughout the school by conducting:

- ✓ Planning scrutinies
- ✓ Learning walks
- ✓ Book scrutinies
- ✓ Conversations with pupils
- ✓ Conversations with SEND pupils
- ✓ Conversations with staff
- ✓ Monitoring of assessment data

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

This policy will be reviewed every year by the headteacher. At every review, the policy will be shared with the full governing board.

## Roles and Responsibilities

### Subject Leaders

Teachers at school will ensure that the school curriculum is implemented in accordance with this policy. The leaders of each subject are as follows:

English (reading and writing):	Jenny Robson and Luke Redfearn
Maths	Gill Gorman
Science	Alison Raine
History	Jenny Robson and Luke Redfearn
Geography	Jenny Robson and Luke Redfearn

Design and Technology	Gill Gorman
Art and Design	Gill Gorman
Music	Alison Raine
Physical Education	Nathalie Davies
Computing	Laura Firth and Luke Redfearn
Modern Foreign Languages	Jenny Robson
Religious Education	Luke Redfearn
Personal, Social and Health Education	Alison Raine
Relationships and Health Education	Alison Raine

## 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

## Governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher 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
- ✓ 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

## Legislation and guidance

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](#).