

St Andrew's Primary School, Ramsbottom



As a community, including children, staff, parents and governors, we seek to encourage the faith and educational journey of all our members.

We exist to identify the spiritual, academic, physical and professional needs of the children and staff, enabling them to affirm, support and develop each other in the spirit of Jesus.

We believe especially that our education must be broad and life-changing, enabling all the children to develop to their fullest potential so they may influence both the world of today and the world of tomorrow.

CURRICULUM POLICY

At St Andrew's CE Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years Framework (revised April 2017) in Reception.

Our rigorous, well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people.

Introduction

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Values

At St Andrew's CE Primary School we strive to enjoy our learning and make it as much fun and as meaningful and relevant as possible. We offer children an excellent education in a safe, calm, creative, inclusive and stimulating environment. Every child is valued as an individual; we aim to nurture well rounded, respectful and confident children who will develop skills for life-long learning. We nurture our children on their journey and encourage them to be creative, unique, open-minded and independent individuals, respectful of themselves and of others in our school, our local community and the wider world. We take our responsibility to prepare children for life in modern Britain very seriously and ensure that the fundamental British Values are introduced, discussed and lived out through the ethos and work of our school.

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 organise our curriculum so that we promote co-operation and understanding between all members of our community. The learning environment is respected and used by all in school and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own.

Aims

At St Andrew's CE Primary School, we aim to offer a balanced and broad based curriculum which enables all pupils to:

- Enjoy learning
- Feel successful in their learning and to promote high self esteem
- Become creative, independent learners
- Be given significant time to learn new skills and have time to practise those skills
- Have the flexibility to decide how best to learn in different situations
- Have the flexibility to decide what they are going to learn and how
- Be given the opportunity to decide upon the final outcome of their learning
- Be able to set own targets for learning
- Know what their strengths are and which areas they need to develop
- Become successful lifelong learners who are able to reach their full potential
- Be able to evaluate and assess their own learning
- Develop their critical thinking
- Understand and value the importance of truth, fairness, right and wrong
- Nurture positive relationships promoting working co-operatively with one another
- Help children understand Britain's cultural heritage
- Explore their spiritual, moral, cultural, mental and physical development.
- Learn and practise the basic skills of English, Mathematics and Computing

- Makes learning more meaningful by putting it into context
- Challenge themselves and engage themselves in deeper learning

At St Andrew's CE Primary School, our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years Framework (revised 2021) in Reception.

Our curriculum is delivered using a variety of approaches and resources depending on the nature of the subject being taught and the needs of the children (For more details please refer to the separate subject policies).

Separate subject policies:

- English
- Maths
- Science
- PE
- Music
- Humanities
- RE
- Computing
- PSHE and SRE
- MFL (French)
- Art
- Design Technology

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write medium term plans to achieve balance and coverage over a term or half term. The more detailed weekly/fortnightly short term planning will focus on the teaching process. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

Short term plans outline the individual lessons and adaptations made for individual classes and children along with assessment opportunities and expected outcomes. Particular attention is given to clear and appropriate differentiation, progression and attainment at this point in the planning process.

Resources used to support planning:

- 2014 National Curriculum
- EYFS Framework (revised 2017)
- Lancashire Maths Plans
- LPDS National Curriculum Support Materials
- Manchester Diocese RE Scheme of work
- Lancashire PE Scheme of Work

- St Andrew's subject progression documents
- St Andrew's Writing Expectations Years 1-6
- Letter & Sounds
- Letterjoin (handwriting)

All of the above resources are accessible in the Staff Share file on the school network.

Time Allocation

Foundation stage

TIME	ACTIVITY
8:30 am	School playground opens
8.45 – 8.55 am	Entrance by small gate
12.00 noon	Lunchtime begins
1.00 pm	Lunchtime ends
2.00 pm	Afternoon Break
3.15 pm	School ends

Key stage one (TOTAL TIME SPENT ON TEACHING: 21 hrs 40 mins)

TIME	ACTIVITY
8:30 am	School playground opens
8.45-8.55 am	Entrance by main gate
12.00 noon	Lunchtime begins
1.00 pm	Lunchtime ends
2.00 pm	Afternoon Break
3.15 pm	School ends

Key stage two (TOTAL TIME SPENT ON TEACHING: 23 hrs 45 mins)

TIME	ACTIVITY
8:30 am	School playground opens

TIME	ACTIVITY
8.45-8.55 am	Entrance by main gate
12.15 pm	Lunchtime begins
1.15 pm	Lunchtime ends
	No Afternoon Break
3.20 pm	School ends

Maths and English must be taught daily.

RE time allocation relates to the suggested time allocations in the Manchester Diocese Scheme of Work.

All other subjects are given time allocations based on the LPDS National curriculum support materials. Some Science topics will be taught as stand-alone. Lead subjects for the topic should be given a longer time allocation accordingly. Detailed theme units comprising of main subjects, additional subjects and ongoing subjects for each half term across the year. Each theme contains the key learning addressed within the unit and ideas for how this can be delivered in a creative and engaging way, facilitating exciting and relevant learning across the curriculum.

The topic outline is as follows:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Penguins, Possums and Pigs	Fire! Fire!	Growth and Green Fingers	Family Album	The Great Outdoors	Robots
Year 2	The Place Where I Live	Fighting Fit	Explorers	The Farm Shop	Wind in the Willows	Buckets and Spades
Year 3	There's No Place Like Home	Healthy Humans	Rock and Roll	The Iron Man	What the Romans Did For Us	How Does Your Garden Grow?
Year 4	Sparks Might Fly	The Great Plague	The Art of Food	Passport to Europe	Water, Water Everywhere	Hunted

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	A Kingdom United	Food, Glorious Food!	Earthlings	Inventors and Inventions	Amazon Adventure	Faster, Higher, Stronger
Year 6	Survival!	Britten's Got Talent?	Heroes and Villains	Super Sleuth	Oh We Do Like to be Beside the Seaside	World War II

PE must be taught for at least 2 hours per week.

Assessment, Recording, Monitoring and Evaluation

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning.

Formative assessments take many different forms and are reflected in the pupil's books/work in the detailed marking and provision of constructive feedback. Feedback follows the school's marking policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve. Summative assessments support teacher assessments in the core subjects and children are presented with these in a relaxed format so as to cause minimal anxiety for pupils. These are used to help prepare children through the year groups for the end of key stage testing as required by law.

Reception pupils are assessed using the Foundation Stage Profile. Pupil profiles are established for each child in Reception and assessments are made against the Foundation Stage Profile Statements.

For further information about assessment, recording and reporting as well as marking and feedback see the following policies:

- Marking and Feedback Policy
- Assessment, Recording and Monitoring Policy

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

O Track, the school's curriculum tracker, provides a tool to track the attainment of individual pupils/groups of pupils against the objectives in the curriculum; highlighting

curriculum strengths, objectives that need the most work and providing an overview of curriculum coverage. This is particularly useful for teachers' medium term planning as well as to get a general view of strengths and weakness in particular subjects to inform general subject and curriculum development from a management perspective. Objectives can be used to generate targets for the class/groups and individuals.

Attainment against National Curriculum objectives in English, Maths and Science will be recorded using the school's Curriculum Tracker.

Progress in Reading, Writing – Composition, Writing – SPAG and Maths will be recorded at four points in the year using O Track.

The roles of the Subject Teams, Subject Leaders and Curriculum Leader

It is the role of each subject leader and the curriculum 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 plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work. The subject leader also keeps a portfolio of children's work, which s/he uses to show the achievements of children at each key stage and to give examples of expectations of attainment. Where appropriate, a team or pair of teachers will share responsibility for a subject area or indeed for the cross-subject implementation of the thematic curriculum.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, book looks, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teacher's planning and teaching;
- keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update
- to liaise with appropriate bodies e.g. other schools, governors, the LA etc. about matters relating to their subjects
- provide efficient resource management for the subject.
- map coverage of the curriculum to long term plans

The Headteacher has responsibility for the day to day organisation of the curriculum. He monitors provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. The Headteacher oversees the work of the subject teams and subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all

areas of the curriculum.

Risk Assessment

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate documents completed to meet with health and safety regulations. For further guidance reference needs to be made to:

The school's Health and Safety Policy

Inclusion and Differentiation

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities. Our curriculum is inclusive and promotes a growth mind set in all our children. Extra support and interventions are provided for children as necessary and in line with our SEND policy.

As a Dyslexia Aware school we ensure inclusion for children if they show dyslexic tendencies. The whole staff have received Dyslexia Awareness training and can recognise dyslexic tendencies. Strategies are in place to support these pupils.

Curriculum Communication to Parents

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

Formal reporting to parents three times a year either in the form of a written report or a parent consultation evening where parents' make an appointment to meet with their children's teachers and discuss their progress.

School website (showing curriculum content and progression) and year group pages inform parents what has been happening in the wider curriculum.

The schools Twitter feed informs parents instantly of whole school or enhanced activities which are taking place.

Teachers are of course also available at the start and end of each day for any necessary communications. Teachers regularly use email to communicate with parents and the school

office is another port of call.

Homework

Homework is given in line with our school policy.

Enhanced Provision

We aim to enrich our pupils' lives by offering a variety of non-statutory extra-curricular experiences (clubs, visits, visiting speakers, sporting events etc). In addition we seek to enhance our pupils' learning through developing positive two-way relationships with our local community.

Resources

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject teams and subject leaders and budgets spent with these in mind to ensure a high quality delivery of our curriculum.

Our governing body's Teaching and Learning committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews curriculum development via the Headteacher's termly report.

Curriculum Policy updated January 2018

Version 1 2018

Reviewed: September 2022

Next review: September 2023