

# Curriculum policy

KIMBERLEY PRIMARY SCHOOL & NURSERY



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<b>Approved by:</b>	KPS Governing Body	<b>Date:</b> 8 <sup>th</sup> November 2023
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## 1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's 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
- Have a high academic/vocational/technical ambition for all pupils
- 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 Key Stage 1

These curriculum aims are underpinned by our values:

- Kind
- Prepared
- Safe

## 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 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
- 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 (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

### 3.2 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
- 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

### 3.3 Other staff

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

English, Maths and EYFS leaders have at least 0.5 day every half term to monitor and implement improvements in their subject areas.

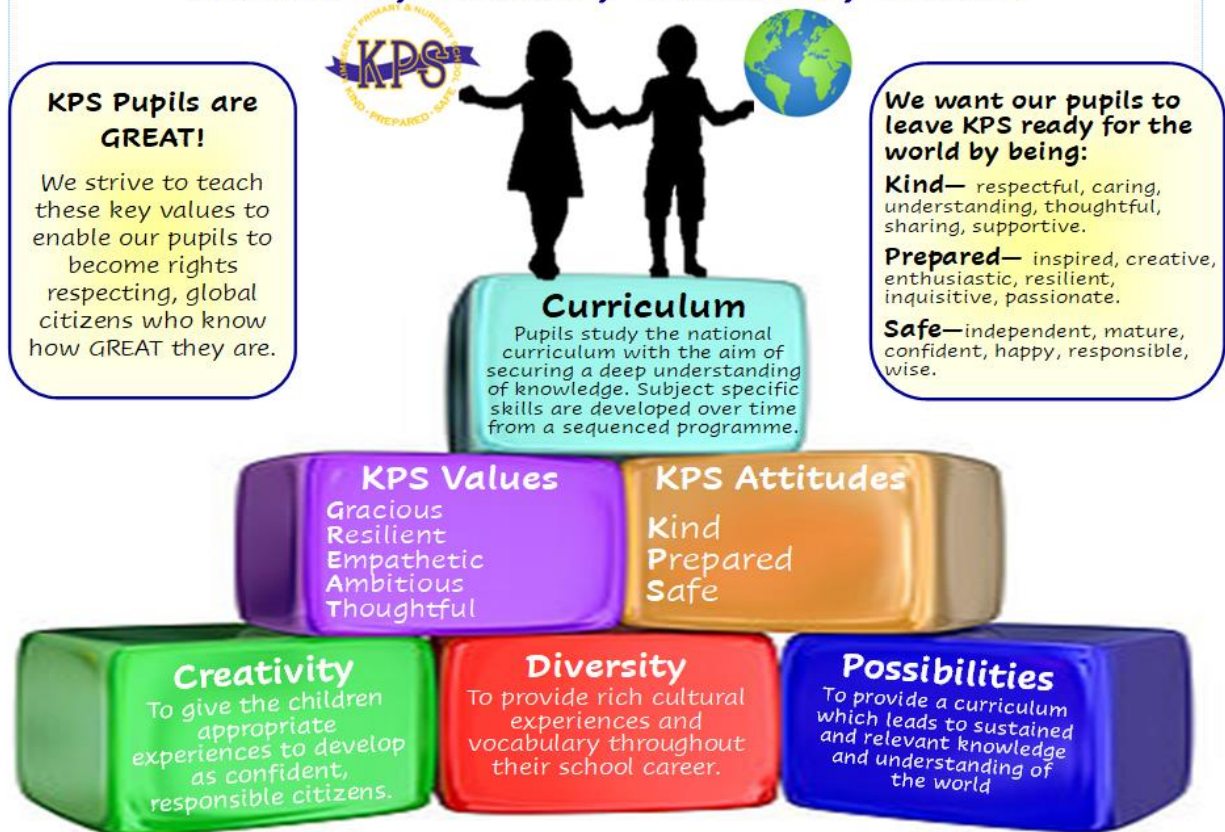
Curriculum leaders (other than Maths and English) have a three-year development plan. Based on the year their subject is in, the monitoring and reviewing will slightly differ. Every 3 years, all teaching staff will receive quality CPD in a subject meaning that staff are kept up to date with all areas of the curriculum in a regular cycle.

All staff inform the governing body of the priorities for each subject and the progress made in further developments of standards throughout the year.

## 4. Organisation and planning

The curriculum at KPS goes beyond the expectations of the national curriculum and aims to address the specific needs of our pupils in addition the expectations of the national curriculum. The curriculum has been designed to address emotional and social development alongside academic knowledge. This is an area particularly crucial since the effect of the Covid pandemic.

# Kimberley Primary & Nursery school



## Curriculum design statement: intent, implementation, impact.

### Intent

The breadth of our curriculum is designed with three goals in mind:

- 1) To give children appropriate experiences to develop as confident, responsible citizens;
- 2) To provide a rich 'cultural capital' embedding key vocabulary and experiences throughout school;
- 3) To provide a coherent and structured curriculum that has breadth of knowledge which is pertinent to our pupils and leads to sustained acquisition of relevant knowledge, skills and understanding of the world around them.

### 1. Appropriate experiences

We have developed three curriculum drivers that shape our curriculum, bring about the aims and values of our school and to respond to the particular needs of our pupils and the community. Creativity – this encourages pupils to think and work in creative ways, whilst exploring the world around them. As a school we place a high importance on the arts and the value and enjoyment they bring to life. This is reflected in the curriculum and opportunities we offer. Possibilities – this helps pupils to build aspirations and know available possibilities for their future lives – particularly in the community in which they live. Diversity – this encourages children to think and experience the way in which diversity of people, cultures, religions, opinions and places shape our community and lives within modern Britain and support tolerance, understanding and respect for others.

We also ensure that pupils are GREAT throughout their time at Kimberley and reward pupils for showing these qualities throughout their daily tasks. KPS pupils are taught and encouraged to be

Gracious

Resilient

Empathetic

Ambitious

Thoughtful/Tolerant

## **2. Cultural capital**

Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read, see and hear. It includes vocabulary which, in turn, helps pupils to express themselves in a sophisticated and mature way. Key vocabulary at each phase is identified in our long term plans. At our school we aim to provide a wide range of experience and visits that will support our pupils with this.

## **3. A coherently planned curriculum**

### **Intent**

Underpinned by our three drivers, our curriculum sets out: a) a clear breakdown of the breadth of learning themes that will be covered. This ensures each teacher has clarity as to what to cover. This includes the key knowledge within each subject as well as the cultural capital development within each learning theme.. Our curriculum is designed to build on prior knowledge as pupils move through the school. This ensures key knowledge enters pupils' long-term memory and links can be made across the curriculum.

### **Implementation**

Our curriculum design is based on the principles that learning is most effective with spaced repetition. This is evident through our whole school mapping of learning themes. We also believe that retrieval of previously learned content should be frequent and regular, and forms part of lesson starters and links with other subject areas wherever possible to ensure retrieval levels are high.

### **Impact**

The impact of our curriculum is that by the end of each phase the vast majority of pupils will remember and are fluent in the content of our curriculum themes, as highlighted in our long term plans. Some pupils will have a greater depth of understanding. We track carefully to ensure our pupils are on track to reach the expectations of our curriculum. Implementation will be monitored carefully throughout the year to ensure our curriculum is having the impact outlined.

**End Point:** By the time our children leave our school we aim to have developed their creative minds so that they can solve problems, recognise the possibilities that are open to them and have increased their self-confidence so that they are able to see what their place in the world 'could' be.

For some parts of the curriculum, we use published schemes which are adapted for our school.

### **Published schemes in use at our school are:**

**Maths** – Power Maths - Pearson

**Phonics** – Monster Phonics

**Reading** – Accelerated Reader

**Spelling** – Monster Spellings

**RE** – Nottinghamshire Agreed Syllabus

**PSHE/RSE** – Derbyshire PSHE Matters

**Music** - Charanga

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 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. Where a more personalised curriculum is required, tasks will be planned to address and meet EHC targets.

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.

## 6. Monitoring arrangements

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

- Attending staff meetings where appropriate
- Visits to lessons to see the curriculum in action
- Access to overviews
- Reports and updates from subject leaders across the curriculum
- Knowledge of action plans for all subject areas
- Annual review of curriculum enrichment opportunities

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

- Planning scrutinies
- Learning Walks
- Work scrutinies
- Data Analysis
- Pupil Voice
- Staff Voice

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

This policy will be reviewed every 3 years by the Senior Leadership Team. At every review, the policy will be shared with the full governing board.

## 7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- RSHE Policy