

# Curriculum Policy

## Ballifield Primary School



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## 1. Intent

The intent of our curriculum is to:

- Provide a broad and balanced education for all pupils;
- 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, with high expectations for every pupil and appropriate levels of challenge and support;
- Through parent, staff and pupil voice we identified four key curriculum drivers that we felt our children needed to prepare them for life: initiative, possibilities, diversity and environment;
- Our curriculum drivers identify content that every teacher plans for regardless of the statutory content. They are designed to bring our aims and core values to life and to meet the needs of our pupils.

## 2. 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](#).

## 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
- 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

### **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
- 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

### **3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy. All teaching staff in school are responsible for a leading a subject area. As part of this role they monitor the teaching and learning of their subject and ensure that all staff have the subject knowledge and resources they need to effectively teach all subjects.

## **4. Implementation**

In response to our research and information gathering about the curriculum at Ballifield, we have decided to work with a company called 'Dimensions Curriculum' to further develop our school curriculum.

Our curriculum drivers are at the forefront of our work and will be developed further through a curriculum based around four core World Issues:

- 1) Conservation
- 2) Communication
- 3) Conflict
- 4) Culture

These World Issues form the basis of a creative, thematic curriculum, which is both arts rich and knowledge-rich, called 'Learning Means the World' (LMTW) a brand new, highly relevant, global primary curriculum.

The Thematic Units are cross-curricular in nature, covering traditional subjects - science, history, geography, art, design technology, religious education, music, dance, drama, computing / ICT - as well as more contemporary areas of study, such as sustainability and personal wellbeing. These are all set within a global context, but also explore more local aspects of the theme.

Pupils are organised across four Learning Pathways which each highlight four traits for effective learning at each stage. These are developed through a skills-based approach.

In total, there are 32 Thematic Units which make up the 'Learning Means the World' Curriculum; eight units link to each one of the four World Issues, with two themes assigned to each Learning Pathway. Relevant topics are covered under the four headings such as extinction / endangered species in Conservation ('Going Wild!'), digital media in Communication ('Lightning Speed') and contrasting locations in Culture ('Picture Our Planet').

During the summer term each Learning Pathway will focus on a theme that is relevant to the key skills and knowledge needed to ensure coverage and progression in the Foundation Subjects. These have been carefully selected from the Dimensions Primary Curriculum themes and include 'Walk like an Egyptian', 'Happy Families' and 'The Famous Five'. All themes are progressive and, together, provide curriculum cohesion and continuity.

The Dimensions curriculum includes links to English and wherever possible the reading and writing curriculum is linked to the theme being studied that half term. English subject leaders have mapped out the English curriculum using the Dimensions themes and ensured that through the theme and additional resources there is clear progression and coverage of the National Curriculum objectives.

Throughout school maths is taught using the White Rose maths resources. These resources ensure there is clear progression throughout each year group and that all national curriculum objectives are covered. The resources include planning information, end of unit assessments and progression documents. As part of the maths planning teachers also ensure that topics are regularly revisited through mental and oral sessions to allow children to revise objectives previously taught.

There are numerous opportunities for supporting the pupils' Spiritual, Moral, Social and Cultural development through all areas of the curriculum. Spiritual development is promoted through RE sessions and assemblies. Moral development is promoted through class Circle Times, discussions about class and school rules and assemblies. Social development is promoted through a wide range of collaborative learning experiences and opportunities for play, including being a play leader and taking part in various school activities. Cultural development is promoted through our Learning means the world themes, in particular our cultural theme which takes place in the spring term.

British values is at the heart of the education offered at Ballifield Primary School. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We achieve this through our Dimensions curriculum themes, additional PSHE learning, our assembly programmes and our choice of resources.

## **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.

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 SEND policy and information report.

## **6. Monitoring arrangements**

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

- School visits/learning walks
- Subject leader reports to governors
- Pupil voice

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

- Learning walks
- Planning check ins
- Book check ins
- Pupil voice
- Parent voice

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

This policy will be reviewed annually by the headteacher and curriculum leader. 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
- SEND policy and information report