

*St Levan Primary School*  
*where all children SHINE...for life*

The Bottoms, St. Levan, Penzance, Cornwall, TR19 6HD  
Tel: 01736 810486



# Curriculum Policy

## October 2022

**Approved by:**

**Date:**

**Last reviewed on:**

**Next review due by:**

## Contents

|                                    |    |
|------------------------------------|----|
| 1. Curriculum aims.....            | 3  |
| 2. Legislation and guidance.....   | 4  |
| 3. Roles and responsibilities..... | 4  |
| 4. Organisation and planning ..... | 5  |
| 5. Inclusion.....                  | 8  |
| 6. Monitoring arrangements .....   | 9  |
| 7. Links with other policies ..... | 10 |

---

### 1. Curriculum aims

Our curriculum aims/intends to:

**Intent:** To nurture and develop our six qualities of learning which enable all children to shine...*for life!*

#### **Implementation:**

To provide an engaging, characterful and balanced curriculum for all.

To interconnect learning opportunities with an enriched environment to promote a love of learning and the outdoors.

To ensure children are supported within a kind and caring community which enables them to progress and flourish.

**Impact:** We aim for our children to be **resilient, creative** and **kind** individuals who are **determined, inquisitive** and **reflective** learners.

Broadly overall -

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

Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

## **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.

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
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- 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

#### **4. Organisation and planning**

Choughs Class: KS1

Planning

Our curriculum follows a thematic approach based around a termly topic and question, for example 'How does your garden grow?' when learning about a Plants topic. Although our curriculum is set out under National Curriculum subject areas, our aim is to try and link subject areas together and teach the children in a cross-curricular way; this makes the learning more meaningful. For example, the children may be doing a piece of writing which relates to their Geography learning or they may be doing some art work which links with Science lessons on seasonal changes.

Given our mixed age classes, our curriculum is invariably delivered through a 3 year rolling programme. When planning lesson sequences, teachers cross-reference the National Curriculum objectives with our own Skills Progressions and carefully consider the small steps needed to help children know more and remember more. Given our mixed age classes, children may not cover their year group's objectives in that academic year. For example, a pupil in Year One may not cover a particular Year One science objective until they are in Year Two. Our rolling programme ensures all pupils cover all objectives during their time in KS1. Some objectives are visited more than once to further assist pupils to know more and remember more. Our lesson sequences are incorporated into our learning objectives (WALTs) so children have the opportunity to revisit and recall prior learning every time they revisit a subject. As our learning is cross-curricular where possible, this is

further reinforced across the curriculum and day. British values and our own school values are also woven through all foundation subjects.

When planning individual lessons and the small steps needed to help children progress, teachers consider several elements including:

- How can the learning link with the local context?
- How can the learning link with a global context?
- What are the opportunities for outdoor learning?
- How accessible is the learning for pupils with SEND? What reasonable adjustments need to be made?
- What values are the children developing (British/school)?
- What high quality texts link to this?

### Delivery

We also follow a responsive curriculum which may alter throughout the term according to the thoughts and ideas of the children and the individual needs of the class at the time. For example, as we currently have 68% girls on roll compared with 32% boys, there is an emphasis on women role models in History. To encourage the children to take ownership of their learning, to a certain extent, the topic evolves to suit them. For example, in a topic about The Sky, depending upon individual children's passions and what they would like to learn, the topic could include anything from learning about the life cycles of flying animals, writing weather reports for different parts of the UK or designing a flying vehicle for a toy. At the start of each new topic, teachers assess the current knowledge and understanding of pupils through e.g. KWL grids, mind-mapping etc. and garner the children's perspectives on what they're most looking forward to learning about. At this point, teachers can then plan lesson sequences.

To ensure high quality first teaching for all, teachers carefully consider the individual needs of pupils with SEND in their class and plan lessons accordingly. Adaptations made for pupils with SEND e.g. more visuals, movement breaks etc. are often beneficial to all.










### Assessment

Teachers plan lesson sequences which may build towards an 'end product' or similar to allow them to assess pupil's learning in that subject. Informal low stakes testing also occurs throughout the lesson sequence, which sometimes involves a quiz, hinge questions or similar. Implementing the knowledge gained in e.g. Geography in another subject e.g. Writing also allows for further assessment and consolidation. For example, pupils learning about continents and oceans in Year One Geography were given the opportunity to revisit this learning in History when tracing Amelia Earhart's route around the world and in RE when learning about different ways of celebrating harvest globally.

In core subjects, e.g. Maths, this revisiting and recalling of prior knowledge is more explicit and built into every lesson through e.g. the White Rose Flashback4s which children complete at the start of every lesson to consolidate learning from the previous lesson, week, term and year.

The visual lesson sequence on children’s learning objectives (WALTs) allows for previous learning to be assessed at the start of each lesson in an informal discussion. These WALTs also allow children to self and peer-assess their learning at the end of every lesson before teachers assess and feedback. Such self-reflection nurtures metacognition.

*Example of an Art WALT showing lesson sequence and self/peer assessment:*

| Art   |   |   |   |  |  |
|---|---|---|---|--|--|
| Art: JMW Turner sky paintings   |   |   |   |  |  |
| 1   | 2   | 3   | 4   | 5  | 6  |
|    |  |  |        |               |                 |
| <b>7.11.22 WALTBAT: find out about the life and work of great artist, JMW Turner</b><br>Inspiration: I am inspired by different arts and artists from different times and places<br>Experimentation: I experiment<br>Expression: I express my thoughts, feelings and ideas<br>WILF: |   |   | Me<br> | My friend<br> | My teacher<br> |
| To talk about Turner’s life and explain why he was famous   |   |   |   |  |  |
| To show an interest in and describe Turner’s paintings  |   |   |   |  |  |
| <b>Value: Inquisitiveness</b><br>To ask questions about his life  |   |   |   |  |  |

See our EYFS policy for information on how our early years curriculum is delivered.

## Religious Education

A recall system is introduced to the children at the start of each R.E. lesson. As we move forward and complete the unit of work, a new branch and leaf appear on the tree, illustrating a visual progression. Our lesson question emphasis is written on the leaf, and together, they all contribute to helping us achieve the overall unit objective. The aim is for children to actively recall what has been learnt in previous lessons, improving their long-term retention, as well as prepare them for the next stage of learning. Using this system will help to cement the knowledge learnt for a deeper understanding.

As a plenary at the end of each session, the children take some time to consider and discuss the RE skills (investigating, reflecting, expressing, interpreting, empathising, applying, discerning, analysing, synthesising, and evaluating) we used and how.

Children will have the chance to apply their knowledge, improve their long-term memory, and cultivate inquisitive minds by participating in a low-stakes quiz, a partially completed question, or a debate or discussion at the conclusion of the unit of study.



In KS2 (Puffins Class) our Curriculum is organised into a four year rolling programme. We focus on a new cross-curricular topic each term with an essential question linked to our History, Geography or Science focus. We have thought carefully about where each statutory unit is placed within our rolling programme to ensure links can be made for pupils where possible. This may be within one subject (e.g. In history, we study the Maya after focussing on Vikings and Anglo Saxons to allow pupils to make comparisons) or across subjects (such as focussing on light and dark in Science when we learn about WWII to allow children to make connections to 'The Blackout' etc.). We have considered our local context when designing our curriculum. Our local history focus is on Cornish Tin Mining.

We want pupils to feel confident to make links between the knowledge they are acquiring and to be able to use their skills to develop their understanding of key concepts and ideas. We recognise the challenges of ensuring suitable progression in a mixed age setting and have worked with providers directly (E.g. JIGSAW) to consider best practice, as well as reflecting ourselves on how we can best approach teaching four year groups at once. In science for example, we have spaces within the rolling programme to allow children time to revisit specific ideas if they need more time for consolidation and in JIGSAW we now follow an altered schedule to ensure children progress in their understanding and skills.

We make links from our topic learning to our writing lessons where appropriate, and our non-fiction writing often incorporates ideas, concepts and information we have learnt about in other subjects. Our class reading comprises novel studies focussing on high quality, engaging texts. This is interspersed this with non-fiction reading often linked to our topic to

further develop our pupils' knowledge. We follow White Rose in Maths and enjoy using our skill set to tackle a great variety of challenges.

Assessment is subject specific and incorporates retrieval practice, pupils applying skills and understanding to new situations and forming answers independently to key questions.

We have recently begun using the term 'key ideas' to help our pupils distinguish between the skills and knowledge for each subject. Each subject has three terms associated with it that pupils will self-assess against to help them to see their progress as scientists and historians etc.

I am a Geographer because:

- I can locate
- I know about the earth's physical properties
- I know how humans impact on the world

## **5. Inclusion**

Based on the [National Curriculum inclusion statement](#). Maintained schools should adapt this as necessary to suit their context, being careful to comply with the National Curriculum inclusion statement.

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.

## **6. Monitoring arrangements**

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

Termly/half termly school visits,

Meetings with the school council,

Subject leader reports half termly

Subject leader reports termly for foundation subjects

Heads of department/subject leaders/curriculum leaders] monitor the way their subject is taught throughout the school by:

Planning moderations, learning walks, book moderations and lesson observations.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report