



Paulton Junior School

Curriculum Policy

1. Curriculum Intent

Our curriculum intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards progression and 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
- To set challenging expectations of educational standards and achievement which enable pupils to reach high standards of attainment
- To value individuals and provide opportunities that are equal for everyone regardless of race, gender or intellect
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Promote a positive attitude towards learning
- To Equip pupils with the knowledge and cultural capital they need to succeed in life and enable children to receive an education that will serve them beyond their primary school experience, by developing the whole child as an individual, encouraging confidence, high self-esteem and independence
- To ensure that the ethos of the school provides a valuable learning experience, where mutual respect and co-operation fosters positive attitudes to work and relationships
- To establish a climate in which children, teachers, parents and governors work together to achieve the best possible education for each and every child.
- To provide 32.5 hours in school per week from September 23. (8:30am-3:05pm)

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
- 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

All staff will ensure that the school curriculum is implemented in accordance with this policy and overseen by curriculum coordinators for each subject.

4. Organisation and planning

Our curriculum approach is thematic and creative where possible. However some subjects are taught discretely so links are not tenuous.

- Each subject has its own policy and is led by a subject leader and they regularly deliver training updates on their subject. Physical resources are also provided to support topics. Eg Historical or religious artefacts.
- Each subject is sequenced for progression and aims to feed on from the children's previous KS1 teaching at the neighbouring school and feeds into their future learning.

- Our curriculum suits local needs but is ever developing to provide breadth of opportunity and current issues and needs.
- It aims to embed skills for learning and prepare children for life in the future with PSHEC, SMSC, British values and Relationships flowing throughout.

Short, medium and long-term planning expectations

- Each subject is documented on a yearly curriculum map
- This is then broken down into termly objectives
- PLANNING formats currently vary depending on the scheme being used
- However, lessons are adapted through flipcharts, resources and delivery depending on the needs of the learners.

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 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:

- Annual meetings with Subject Coordinators
- Curriculum and Play meetings

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

- Planning scrutinies

- learning walks,
- book scrutinies
- staff meetings

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

This policy will be reviewed every yearly by the headteacher, SLT and governors. 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:

- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Pupil premium,
- Gifted and talented
- Relationships and sex education.

Written: November 2022

Agreed by Staff:

Agreed by Governors:

Review: