



Steyping C of E Primary School

Curriculum Policy

“Do Everything in Love; we do our best in all we do and all we say with God’s help.”

Approved by: [Mary Smith] Last reviewed on: [16 January 2025]

Lead Governors: [John Gadd and] Next review due by: [January 2026]

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1. Curriculum aims

Intent:

At Steyping C of E Primary, we are committed to providing a curriculum which is broad and balanced, and provides our pupils with opportunities to gain essential knowledge, skills and

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understanding. We intend that all children should enjoy their learning, achieve their potential and become independent life-long learners. We aim high, striving for every child to achieve more than they thought possible. Our curriculum will nurture curious minds, stretch the imagination and provide opportunities for every child to discover their particular talents.

We believe that education should take place in a fully inclusive environment with equal opportunities for all, where children feel safe to try new things.

Curriculum Aims:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards the cumulative acquisition of knowledge and skills for future learning and employment.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and the ability to choose and apply these in relevant situations.
- Support pupils' spiritual, moral, social and cultural development.
- Promote fundamental British values.
- 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.
- For all pupils to make the best possible progress and to achieve the highest possible attainment.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Provide children with an inspiring and enquiry-based curriculum to promote creativity and a thirst for learning.

The curriculum includes experiences of 'cultural capital', which can be described as children being given an awareness of the world around them. This includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law.

We also understand that having a wide vocabulary and good reading skills are crucial for our students to be able to access all aspects of the curriculum. We believe that all students, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.

Values:

These curriculum aims are underpinned by our values:

At Steyning CofE Primary, we "Do everything in love...we do our best in all we do and all we say, with God's help" *1 Corinthians 16:14*

This vision plays out across four pillars, as we seek to encourage:

- A love of learning
- A love for oneself
- A love for each other

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- A love for the world around us

So, our children are:

Loving: Kind and caring, able to share and forgive

Happy: Have self-belief and feel valued, safe and secure at school

Respectful: Are polite, understanding of others and considerate of their feelings

Curious: Are inquisitive, creative and eager to learn

Brave: Are determined, perseverant and resilient, always striving to do their best

Collaborative: Are encouraging, work well with others and are community-minded

Implementation

Through clear strategic planning, our curriculum provides not only memorable experiences but is rich in opportunities from which the children can learn and continue to develop transferrable skills. In order to ensure that progression and balance is maintained, the programmes of study are developed into medium term plans which clearly highlight the learning objectives and assessment opportunities. Weekly planning is then differentiated to the needs of each class, linking to prior learning, resourced and includes questioning prompts to promote challenge as well as to scaffold. Teachers plan and tailor units of work and lessons to address the specific individual needs of pupils so that all pupils are able to reach their full potential regardless of their starting point. Quality first teaching is provided to ensure that accelerated progress is promoted in each lesson. Marking is carried out consistently and provides opportunities for children to reflect on their learning and think deeply and carefully about their feedback.

● **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.

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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 SEND

3.3 Other staff

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

• 4. Organisation and planning

Staff in year groups, and subject leaders/subject teams have created a cross curricular approach to learning with a focus on core subjects, using broad themes as a stimulus/starting point for learning. Teachers translate these plans into smaller units – medium term and then short-term plans where the specific needs of the learners are addressed.

Medium term plans are written to ensure coverage of the foundation subjects. Short-term planning uses the WALTs, skills and knowledge required for each session. The short-term plan identifies key resources, questions, and adaptation based on prior learning and promoting challenge.

Teaching is carefully tailored to meet the needs of all the children and builds on prior learning from EYFS to the end of KS2 ensuring consistency and progression across the whole school.

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Subject leaders and subject teams quality assure the sequencing linking to the knowledge and skills taught to ensure that prior knowledge is built upon and higher order skills such as problem solving and critical reasoning are developed. Subject leaders ensure that learning meets the requirements of the Early Years Foundation Stage (EYFS) Statutory Framework and National Curriculum and provide support in ways to expand its scope wherever possible. See our EYFS policy for information on how our early years curriculum is delivered.

Learning environment

Organisation of the classroom/learning environment is adapted to the children's learning needs:

- The use of learning resources and ICT is developed to allow children to work independently/collaboratively and successfully;
- Effective use of other spaces is made: 'the outdoor classroom', Music Studio, hall space, and playground and field and Forest School areas
- Displays are used to celebrate children's work, encourage supportive learning (Working Walls) and share the knowledge the pupils have gained.

● 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 (We aim to positively advantage the disadvantaged)

Pupils with SEND

Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND 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 SEND policy and information report.

● 6. Monitoring arrangements

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

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Governors monitor coverage of National Curriculum subjects, compliance with other statutory requirements and whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” in the following ways:

- Governor Days
- Learning walks
- Curriculum Governor Meetings and links
- Governor meetings

Subject leaders and subject teams provide a strategic lead and direction for the subject. Subject leaders and teams plan and monitor the way their subject is taught throughout the school using the following means:

- Learning walks
- Lesson Observations
- Monitoring planning
- Team teaching
- Book Scrutiny
- Pupil voice
- CPD/ Staff updates

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

Planning is monitored by the leadership team to ensure that planning is current and used as a working document. They ensure that skills and knowledge are identified in planning, suiting the needs of all children and developmental feedback is provided.

The leadership team and phase leaders feedback to year groups or individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon. This policy will be reviewed every year by The Headteacher. At every review, the policy will be shared with the full governing board.

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

This policy will be reviewed yearly by the headteacher. 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

Non-examination assessment policy

SEN policy and information report

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Equality information and objectives