

St Nicolas' Church of England Voluntary Aided
Combined School



Curriculum Policy

St Nicolas' Church of England School Vision

Jesus said 'I am the vine and you are the branches'.

Our school is rooted in the Christian Faith. Nourished by God, we want to grow together, drawing on His strength to live out our Christian values so that we can reach out to others in our community.

We are all unique and together with God we want to be the best that we can be. As we learn together in a supportive and nurturing school, we will thrive and be ready to face the challenges of life.

Our Christian Values:

love/friendship respect honesty courage thankfulness peace

Date of Policy: Autumn 2022

Review date: Autumn 2025

Members of staff responsible:

Headteacher

Deputy headteacher

Curriculum committee

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1. Our curriculum intent

- To instil in all pupils a love of learning;
- To enable pupils to become confident, resilient, enquiring and independent learners by nurturing a growth mindset
- To provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for future learning
- To ensure that all pupils have an equal opportunity to take part in the life of the school;
- To model and encourage our Christian values of respect, honesty, love and friendship, thankfulness, courage and peace.
- Support pupils' spiritual, moral, social and cultural development
- To encourage empowering partnerships between all staff and pupils
- To aim high and value excellence;
- To teach a curriculum that is rich in subject knowledge and enables the child to make connections and have a strong understanding of the subject;

Curriculum implementation at St Nicolas'

- We work together to ensure that all learners succeed and that every child is confident, happy and secure;
- We enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- We promote the learning and development of our youngest children, and ensure they are ready for Key Stage 1
- We believe understanding is built through collaboration between teacher and pupil and among pupils and that dialogue is central to learning;
- We believe oracy in the classroom and a rich vocabulary should be taught as it supports learning and is the key to unlocking future potential of our learners
- We enable teachers by providing time, tools and resources to ensure high quality teaching;
- We strive to make learning activities engaging and real;
- We guide learning through an instructional framework with concrete models that demonstrate excellence;
- We use questions to deepen understanding and we see mistakes as central to the learning process so we encourage resilience and a love of learning;
- We support pupils' physical development and responsibility for their own health, and enable them to be active
- We ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- We take time to recognise and celebrate success and praise effort and perseverance.

Curriculum impact at St Nicolas'

St Nicolas' pupils learn together in a supportive and nurturing school. They thrive and when they leave, they are ready to face the challenges of life.

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 body

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, and science, 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) and disadvantaged children.
- 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 and disadvantaged children.

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. These include the deputy headteacher, SLT, subject leaders and teaching staff.

4. Organisation and planning

Our curriculum is organised progressively across and within year groups. It is reviewed regularly by SLT, subject leaders and teachers and is presented in curriculum overviews for each year.

British values are taught explicitly within the PSHE curriculum and within the culture of the school.

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

Subject leaders oversee the intent to their subject in conjunction with the curriculum maps to ensure that all aspects of the National Curriculum content are taught and that pupils' learning becomes increasingly more challenging as they move through the year groups. Subject leaders also produce

annual action plans for their subjects and support teachers in planning and resourcing. They analyse the standards within their subject through drop-ins, observations, pupil conferencing, book sampling, cohort and whole school data.

Subject curriculum maps and year group curriculum overviews structure our long-term planning. Medium- and short-term planning is kept in the Teachers drive on the school system.

Teachers write termly informative curriculum newsletters to families including the content being taught within the curriculum subjects.

Assessing Progress

Formative assessment is a key part of assessment at St Nicolas'. Teachers assess pupil progress through asking questions, as they read and discuss work taking place, and as they check completed work. They ask children to review their learning during the lesson and before or at the beginning of the next lesson. This style of formative assessment, which is also referred to as "live feedback", informs teachers' planning and helps to identify the next steps in the learning process.

5. Inclusion

Teachers set high expectations for all pupils. They 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 plan lessons so that pupils with SEN and/or disabilities can study all subjects, where possible, and ensure that there are no barriers to every pupil achieving.

Teachers also take account of the needs of pupils whose first language is not English. Lessons are planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

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 school visits, curriculum committee meetings, subject leader meetings, learning walks, book sampling, meetings with the school council and governor days.

Subject leaders monitor the way their subject is taught throughout the school by learning walks, book sampling, observations, pupil conferencing and drop ins

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 deputy headteacher/curriculum lead.