

Mawnan CE VA Primary School



Curriculum Policy

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Review & Ratification Required by Governor's Sub-Committee Only	Name of Governor's Sub-Committee	Ratification required by Full Governing Board
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Reviewed by Governor's sub-committee

Role	Name	Signature	Date

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Role	Name	Signature	Date

Details of Policy Updates

Date	Details

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1. Curriculum intent statement

At Mawnan CE VA Primary School our curriculum is carefully planned to promote enjoyable and memorable learning, exceptional outcomes and personal growth and development. Children in the Early Years Foundation Stage are taught using the EYFS framework with an emphasis on developing key skills, knowledge and understanding through direct teaching and well-structured continuous provision.

We provide a broad and balanced curriculum that is designed with the statutory National Curriculum at its heart. Our intention is for our curriculum to engage all children at Mawnan School and equip them with the skills and knowledge needed to enable them to be happy, confident and active members of society. Our curriculum promotes long term learning and we believe that progress means knowing more and remembering more. We have developed a curriculum built on how memory works to ensure that children not only have access to 'the best that has been thought and said' but also are taught this in a way that ensures children can remember the curriculum content in future years. One of our central aims of the curriculum is to ensure that our children's are both "interesting and interested" so the National Curriculum statutory subjects are delivered in the most meaningful and engaging way, alongside complementary activities which are skilfully woven into teaching and learning to enrich the learning experiences our children receive.

Throughout each learning topic, each child is continuously assessed and the curriculum developed and adapted in order to allow every child to be supported and challenged. There is a focus on deep learning or 'mastery' so that knowledge and skills are embedded and can be applied to a wide variety of contexts. Safeguarding is embedded deep into our curriculum, teaching children about how to keep themselves safe in the modern world. Our aim is for children to become motivated, confident individuals who develop a life-long love of learning and the skills to thrive in our rapidly changing world.

As a Church of England school, Christian Values are at the core of our curriculum. Mawnan's school values and aims underpin the academic work and we believe that it is of equal value to teach and develop learning skills such as independence, reflection, creativity, enquiry, teamwork and resilience. Through ensuring strong spiritual, moral, social and cultural development, our school can actively demonstrate promotion of British Fundamental Values both discretely and interwoven into all aspects of school life. This includes the pursuit of excellence for preparing our children to be world citizens of the 21st century. We acknowledge RE as a core subject and include 'Understanding Christianity' as well as a comprehensive multi-faith curriculum and to provide children with the opportunity to be courageous advocates we always have a termly charitable link.

We live in a beautiful part of the world so always seek to build high-quality learning opportunities that take children out of the classroom. We want our children to understand that learning occurs everywhere, inside and outside. In addition to making full use of our amazing school grounds our EYFS and Key Stage 1 children benefit from weekly visits to our nature reserve where they have regular opportunities to develop reflective and inquisitive thinking along with problem-solving approaches in 'real' situations. We develop a love, appreciation and respect for nature and all that is living alongside an understanding of how we can look after our environment. We see educational visits and visitors as a vital stimulation for

children's interest and these are closely linked with the contexts of our learning themes. We value parents as co-educators and parents are invited in at the beginning of each term to share the learning experiences that they will encounter in the term ahead. This enables our families to be part of the children's ongoing learning journey.

2. School ethos and aims

2.1. The overall aims of the curriculum are to:

- Enable all children to understand that they are all successful learners.
- Enable children to understand the skills and attributes needed to be a successful learner.
- Enable children to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach children the basic skills of literacy, numeracy, ICT and science.
- Enable children to be creative through art, dance, music, drama and design and technology.
- Enable children to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach children about their developing world, including how their environment and society have changed over time.
- Help children understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the Cornwall agreed syllabus for RE.
- Teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- Help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable children to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable children to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable children's to experience playing a musical instrument.
- Teach children's about the importance of forming healthy relationships with friends, family and peers.

2.2. Through the aims outlined above, children's will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

3. Legal framework

3.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- The Education Act 2002
- The Children Act 2004
- The Equality Act 2010
- DfE (2017) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2017) 'Statutory framework for the early years foundation stage'
- DfE (2019) 'School attendance'

3.2. This policy operates in conjunction with the following school policies:

- Assessment Policy
- Equal Opportunities Policy
- PSHE Policy
- Relationships and Health Education Policy
- SEND Policy

4. Roles and responsibilities

4.1. The governing board is responsible for:

- Approving and monitoring the content of this policy.

- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

4.2. The headteacher is responsible for:

- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of children's and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

4.3. Teachers are responsible for:

- Planning and delivering the Mawnan curriculum journey.
- Ensuring lessons are reflective of the school's ambitious curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping children engaged in content.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring children are suitably challenged.
- Celebrating all children's' academic achievements.
- Reporting progress of children with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.

- Monitoring the progress of all children's and reporting on this to the headteacher through pupil progress meetings.

4.4. Subject leaders are responsible for:

- Providing strategic leadership and direction to the teaching team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress and reporting on this to the headteacher.
- Providing efficient resource management a subject or curriculum area.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for children in need so that everyone can have full access to the curriculum.

4.5. The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring children receive the additional help they need. This should be documented in Individual Provision Plans.
- Liaising with external agencies where necessary to ensure children's who require additional support receive it.

5. Organisation and planning

- 5.1. The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.
- 5.2. Each school day is timetabled by the teachers and children's will receive at least one break (lunch).
- 5.3. Teachers will plan lessons which are challenging for all children and ensure that there are provisions in place for more academically able children.
- 5.4. Teachers will plan lessons to accommodate for children's of mixed ability, making cross-curricular links where possible.
- 5.5. A full list of subjects covered in school can be found in [section 6](#) of this policy.

- 5.6. Teachers will have due consideration for children's who require additional help within their provision and organisation of lessons.
- 5.7. Disadvantaged children and those with SEND will receive additional support – this will include dedicated time with TAs and access to specialist resources and equipment where required.
- 5.8. TAs will be deployed within lessons strategically so that they can assist with children who require additional help, but are also able to minimise disruptions where necessary.
- 5.9. Curriculum provision will break down barriers to learning.
- 5.10. Any difficulties identified will be addressed at the outset of work.
- 5.11. Classrooms will be organised so that children's have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

6. Subjects covered

- 6.1. The school will have due regard to the national curriculum at all times throughout the academic year.
- 6.2. The school will have due regard for the 'Statutory framework for the early years foundation stage'.
- 6.3. The school will ensure every pupil has access to the following core subjects:
 - English
 - Maths
 - Science
 - RE (Cornwall Agreed Syllabus 2020)
 - Relationships and health education
- 6.4. The school will ensure children's also have access to the following foundation subjects:
 - Art and design
 - Computing
 - Design and technology
 - Languages
 - Geography
 - History

- Music
- PE

7. PSHE

- 7.1. Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.

8. Reporting and assessment

- 8.1. Homework will be set on a weekly basis through a homework grid.
- 8.2. Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting.
- 8.3. Children will also complete national assessments. The results of these assessments will be reported back to the headteacher, children and their parents.
- 8.4. Special measures will be given to children's who require them, e.g. children with SEND, children who are ill, or children's who suffer from conditions that inhibit their academic performance.
- 8.5. All reporting and assessments will be conducted in line with the school's Assessment Policy.

9. Equal opportunities

- 9.1. There are nine protected characteristics outlined within the Equality Act 2010, these are:
 - Age
 - Disability
 - Gender reassignment
 - Marriage and civil partnership
 - Pregnancy and maternity
 - Race
 - Religion or belief
 - Sex
 - Sexual orientation
- 9.2. The school does not tolerate any form of bullying or discrimination against people with one or more of these characteristics. Any pupil or

teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

- 9.3. The school's curriculum will celebrate diversity and ensure that the curriculum does not discriminate against any of the above characteristics.
- 9.4. The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

10. Supporting children's with SEND

- 10.1. Children with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.
- 10.2. Children with SEND will not be discriminated against in any way and they will have full access to the curriculum.
- 10.3. The progress of children with SEND will be monitored by teachers and reported to the SENCO.
- 10.4. The SENCO will work closely with teachers to help them break down any barriers children's with SEND have to education.

11. Extra-curricular activities

- 11.1. The school offers children's a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.
- 11.2. Extra-curricular trips and activities occur outside school hours and can include overnight stays.
- 11.3. All children are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

12. Monitoring and review

- 12.1. This policy is reviewed annually by the headteacher and the governing board.
- 12.2. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.