



**Repton Manor  
Primary School**

# **Curriculum policy**

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<b>Date Approved by Governing Body</b>	November 2023
<b>Governor signature</b>	W. Wills
<b>Review date</b>	November 2024

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## 1. Curriculum aims

Our curriculum intends to:

- 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 ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

These curriculum aims are underpinned by our values:

We believe our children are the future, teach them well and let them lead the way.

Our curriculum nurtures:

- A magical sense of awe and wonder.
- Children who are rich in mental wealth.
- Children who are masters of their own learning.

Our school values care within our community, so our curriculum provides plenty of opportunities for collaborative working.

Our school values the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices.

Our termly themes are:

- Nurture
- Equality
- Curiosity
- Autonomy
- Creativity
- Collaboration

## 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 Head of School / Executive 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
- 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 Head of School / Executive Headteacher**

The Head of School / Executive 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**

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

The Deputy Headteacher is responsible for curriculum development, implementation and the reviewing the curriculum.

## 4. Organisation and planning

We teach a cross-curricular, Topic based, curriculum as we believe that children learn best when their learning is inter-connected and meaningful. However, we also believe that children must have an understanding of separate disciplines to enable them to develop multidisciplinary expertise. Through our Topic-based approach, we support and encourage our children to learn specific, carefully sequenced, skills and knowledge in each of the subjects of the National Curriculum and we enable them to learn how to gain this knowledge in each of the subject disciplines. We believe that by structuring our curriculum in this way, children can develop deeper learning and more effective transfer and synthesis of knowledge and skills. We learn about big ideas that exist within each subject but we recognise them across different subjects, therefore encouraging our children to connect different disciplines and to connect their learning in a meaningful way.

Our staff oversee the teaching and learning within each of the National Curriculum subjects and we work in five curriculum teams. Each of our teams has their own unique vision. Each team works hard to ensure that their vision is realised, not only within their discipline, but across the entire Topic-based curriculum.

### **The Humanities:**

We inspire children to have an ongoing and growing curiosity to develop an understanding of our world and what shapes it.

Through our curriculum at Repton Manor we:

- Ignite a desire to enquire through memorable experiences.
- Foster mutual respect and tolerance of people, places and perceptions.
- Inspire critical thinking to question and challenge.

### **The Sciences:**

We aim to build curiosity about our children's place in the world, how it works and inspire them to look to the future with excitement and the ability to take risks and problem solve.

Through our curriculum at Repton Manor we:

- Give opportunities to interconnect our knowledge and understanding, explore and ask why.
- Build strong foundations in subject knowledge and skills.
- Build on successes and failures to find solutions.

### **The Arts:**

Our children are given the opportunity to creatively express themselves. Passionate adults engage, inspire and challenge our children.

Through our curriculum at Repton Manor we:

- Encourage exploration and experimentation.
- Give opportunities for self-expression.
- Allow time and space to reflect.

**Communication and Language:**

A child took a stroll through the Repton Manor Wood, the child saw a book and the book looked good.

The child read the book and met:

- An owl who developed the child's voice and communication.
- A snake who inspired a joy of language and literature.
- A fox who taught the child to be bold, brave and free.

**Mental Wealth + Physical Health:**

We teach our children to recognise if they are mentally and physically healthy.

Our curriculum at Repton Manor allows children to:

- Recognise if / how to get help.
- Prepare for lifetime wellness.

The curriculum is carefully sequenced so that it is progressive and meaningful to the children in our school.

Each subject is broken down into key subject specific concepts which we believe are vital for the children to develop a full and detailed knowledge and understanding of. These are revisited throughout different Topics, within different subject domains and across different year groups, so that the children develop a sequenced and progressive understanding. Within each subject, the key knowledge and skills have been sequenced from EYFS to Year 6. Subject Leaders have thought carefully about the key objectives which they feel our children should study.

The crucial objectives from each Subject Framework have been selected by Subject Leaders for each year group. These are the focus objectives which are vital for each child to develop an understanding of before they are ready to move on with the curriculum. These are called our End Points. All of our Subject Frameworks have been collated into Year Group Frameworks. These show the knowledge and skills for each subject for your child's year group.

Our children are very much involved in, and at the heart of, the planning of our curriculum. When designing our unique Topic curriculum, we did so around the needs and interests of the children that attend Repton Manor Primary School. We have aimed to create a curriculum which:

- Has nurture at the heart of everything we do.
- Fully engages all pupils.
- Provides meaningful learning opportunities through experiences that children remember and talk about.
- Prepares our children for the opportunities, responsibilities and experiences of later life.
- Teaches our children key Life Skills e.g. independence, resilience, enquiry etc.
- Promotes the spiritual, moral, cultural, social and physical development of our children.
- Promotes the acquisition of core skills for learning.
- Provides depth in coverage of skills and knowledge in all subject areas.

- Enables children to see the links between subject areas.
- Allows children's gifts and talents to be fully explored and celebrated.
- Encourages greater parental and community involvement.
- Encourages greater use of outdoor learning / a range of learning styles.

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

## 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

The children's books are an effective way to discover what is being learnt across the school. Subject leaders regularly monitor books across their subject, with a set of pre-prepared questions. Staff are then provided with feedback, ensuring that ideas to develop their practice are also given. We also encourage book scrutinies between individual year groups to ensure that the quality of teaching and assessment is consistent. In addition to this, we regularly meet with other schools within our CAT's group to monitor progress in books. In doing this we are able to be secure with our judgements when assessing the children's progress and attainment.

The Executive Headteacher, the Head of School, the Deputy Headteacher, Phase Leaders and the core subject leaders monitor the way subjects are taught throughout the school by:

- Scrutinising planning
- Regular learning walks
- Book 'looks' (including electronic recording through Tapestry)
- Pupil voice

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

This policy will be reviewed every year by the Deputy 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
- Teaching and Learning policy
- SEND policy