



EAST TILBURY PRIMARY SCHOOL

Curriculum Policy

Approved by

Headteacher

Chair of Governors

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1. Curriculum aims

At East Tilbury Primary School, we aim for our curriculum to inspire, impart knowledge and develop aspirations in all our pupils. This will be achieved in conjunction with the following:

- 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 KS1

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](#).

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 body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school teaches a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and foundation subjects
- 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

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 fulfilled
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing body 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 curriculum is overseen by

4. Organisation and planning

Children are engaged and inspired by a well-designed, sequential curriculum offering a wide range of enrichment opportunities, supporting children in acquiring the knowledge and cultural capital they need for future success. Children build on prior knowledge in their learning that we categorise as:

Practical knowledge - the knowledge required 'to do'

Theoretical knowledge – the thinking and concepts behind what you are doing

Disciplinary knowledge – the knowledge to be an artist

To meet the needs of the local community we provide an aspirational curriculum with opportunities for pupils to experience creative endeavours.

As part of our broad and balanced curriculum we include learning on:

- Relationships and health education (primary schools)
- Spiritual, moral, social and cultural development
- British values

Knowledge skills and concepts are built upon each year across the Primary School. Subject planning is organised through a curriculum map that demonstrates progression and cohesion through the school. Medium term plans that identify specific skills, knowledge and concepts in the units taught, provide a clear route to curriculum coverage. See our EYFS policy for information on how our early years curriculum is delivered.

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 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 whether the school is delivering a "broad and balanced curriculum" which includes the required subjects, through half-termly visits to observe the curriculum in action, and discussions with the Curriculum Lead, Subject Coordinators and pupils:

The Senior Leadership Team and Subject Coordinators monitor the teaching of the curriculum throughout the school by:

- Book scrutinies
- Planning scrutinies
- Learning walks
- Pupil voice

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

This policy will be reviewed yearly by Headteacher and Curriculum Lead. At every review, the policy will be shared with the full governing body.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives