

# Curriculum policy

St Martin's School



<b>Reviewed by:</b>	Tamara Spencer
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<b>Last reviewed on:</b>	October 2024
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<b>Next review due by:</b>	October 2025
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<b>Approved by:</b>	Tim Shenton
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## 1. Curriculum aims

Our curriculum aims/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, vocational, technical ambition for all pupils, according to where their interests and abilities lie

Equip pupils with the knowledge and cultural capital they need to succeed in life

Is flexible enough to respond to change and incorporates innovation as appropriate

Enables pupils to acquire skills in speaking and listening, English and Maths

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:

Our school values hard work and resilience, so our curriculum encourages the children to take ownership of their own learning and challenge themselves, whilst exploring their creativity and learning style.

Our school values respect and compassion, so our curriculum promotes cooperation and self-reflection.

## 2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010.

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 proprietors 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 proprietors

The proprietors will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

### 3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

A robust framework is in place for setting curriculum priorities and aspirational targets

Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the proprietors

They manage requests to withdraw children from curriculum subjects, where appropriate

They are fully involved in decision-making processes that relate to the breadth and balance of the curriculum

### **3.3 Other staff**

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

## **4. Organisation and planning**

### **Our Curriculum Approach**

The school follows its own wide-ranging academic curriculum, tailored to the needs of its pupils. All year groups keep themselves up-to-date about its requirements and developments; much of what is taught draws upon the best practice of what is happening nationally and in other schools. As part of our responsibility to keep abreast of the national agenda, our curriculum manager makes regular reviews of the government's revised National Curriculum. Should we feel that content and skills are relevant and useful to our context, we will take account of them, being guided without being limited by the content.

The curriculum manager will take account of the new elements of the curriculum and adopt and adapt these as they feel appropriate. The curriculum aims to marry together the strengths of the National Curriculum with the aims and ethos of the school. The school will take all reasonably practicable measures to fulfill the requirements of any pupil's SEND or support guidelines, including pupils with an EHCP.

The curriculum is balanced and broadly based, and strongly promotes the spiritual, moral, social, cultural, mental and physical development of our pupils. It prepares our pupils well for the opportunities, responsibilities and experiences of life in British Society, including the provision for their economic well-being. It enables pupils to acquire skills in speaking, reading, writing, listening and numeracy.

Where a pupil has English as an additional language and in the rare event that they need specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised of the support the school can provide.

The school provides full time supervised education for pupils between the ages of 3-11. Up to the age of 5, pupils follow a curriculum which meets the learning, development and assessment requirements of the Early Years Foundation Stage (EYFS), further details of which can be found in separate EYFS documentation.

Throughout the school, the curriculum provides pupils with experiences in life skills and linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, appropriate for their ages and aptitudes. At each level it provides opportunities, responsibilities and experiences, in preparation for the next stage of their education. The school is committed, through its curriculum, to helping pupils to understand how to stay safe, build positive and healthy relationships and promotes inclusion and respect, as well as the welfare and safeguarding of children at all times.

## **Foundation Stage (Age 3 – 5 yrs)**

Pupils have a broad programme of study, based on the revised EYFS Framework, statutory from September 2021, which focuses on the

- Three prime areas of learning most essential for children's readiness for future learning and healthy development; Communication and Language, Physical Development, and Personal Social and Emotional Development
- Four specific areas of learning which build on the prime areas; Literacy, Mathematics, Understanding the World and Expressive Arts and Design

Within these the EYFS setting works to ensure that there is a balance of structured activities and child initiated play with opportunities for learning both indoors and outdoors. The curriculum includes Music, Drama, Digital Technology and Physical Education.

## **Key Stages One and Two**

Pupils have a broad and balanced curriculum with plentiful opportunities for active and personalised learning, both independently and collaboratively. Pupils learn the following subjects:

English, Mathematics, Science, Spanish (in Y3-4), Mandarin (in Y5-6), History, Geography, Religious Education, Art, Drama, Music, Verbal Reasoning (from Year 2), Personal Education and Personal, Social, Health and Citizenship Education, Digital Technology, Gymnastics, PE and swimming (from Year 2).

## **Equal Opportunities and Safeguarding:**

The curriculum at St Martin's School is designed to ensure equal opportunities for all learners, regardless of ability, gender, ethnicity, religion or disability.

Within our curriculum, we build in opportunities for our pupils to understand safeguarding issues which may affect them and to ensure they feel safe and supported at school. More broadly, our curriculum takes account of and promotes our pupils' mental and physical health and development in order to prevent any impairments that would affect the best possible outcomes for all our pupils. The inclusion of opportunities within lessons to address and promote positive relationships, health, mental well-being and resilience is adopted by all teachers within the school when considering adaptations to schemes of work and in their day to day practice as part of our broad and balanced curriculum offer.

Additionally, Our PSHE curriculum affords opportunities to be responsive to arising issues, and E-safety awareness is taught throughout the curriculum and particularly within the digital technology curriculum. Relationship Education and Relationship and Sex Education (RSE) is provided as appropriate for the pupils' ages and stages of development and in line with statutory guidance effective September 2020 (and implemented from Summer 2021). The principles underpinning our PSHE curriculum development are with the aim of supporting our pupils to develop the skills they need to be happy, successful and productive members of society; to be able to respond positively to the increasing challenges they experience; to develop the knowledge and capability to take care of themselves and to know how and where to seek support if problems arise.

## 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 headteacher will monitor the way subjects are taught throughout the school by:

- Termly lesson observations/regular learning walks
- Termly book scrutinies
- Syllabus coverage analysis

Class teachers also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the headteacher. At every review, the policy will be shared with the proprietors.