



# William Fletcher Primary School

## Curriculum Policy

*William Fletcher School is a Rights Respecting School, this policy reflects Articles 12 (right to be heard), 13(to find things out and share what you think with others), 17 (access to information), 28 (right to education) and 29 (the opportunity to use and develop talents and abilities) of the UN convention on the rights of the child.*

### 1. Aims

Our curriculum aims are to:

- Provide an education that is exciting and worthwhile, prepares our pupils for life beyond school, and lays the foundations for lifelong learning.
- Provide a broad and balanced education for all pupils.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Encourages our pupils to ask questions and develop a purposeful curiosity about their learning.
- Support pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and responsibility for their own health and enables them to be active.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.
- Ensure children are ready to access secondary school when they leave William Fletcher at the end of Year 6.

### 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England are required to teach.

It also reflects the 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 [Statutory Framework for the early years foundation stage \(EYFS\)](#).

Religious Education teaching follows the guidance set out in the standing advisory council on Religious Education (Oxfordshire SACRE).

### 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
- 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 (SEND)
- 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 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
  - 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 body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
  - The governing body 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 SEND

### **3.3 Other staff**

All staff will ensure that the school curriculum is implemented in accordance with this policy. At William Fletcher we have Subject Leaders who are responsible for:

- Monitoring the teaching and learning within their subject area
- Providing high quality CPD where necessary
- Ensuring that there are adequate resources to deliver the curriculum
- Up-dating the curriculum progression of skills documents and relevant policies.

## **4. Organisation and planning**

### **4.1 Organisation**

Our curriculum will be provided through:

- Classroom topics
- Subject lessons
- Activities outside the classroom
- The values promoted by the school and its community
- The context in which our pupils live, both locally, nationally, and globally
- Woodstock Partnership events
- Visitors to school and school trips and visits

Teachers will link subjects wherever appropriate and relevant; the curriculum will not be constrained by subject boundaries, much of the work will be topic based, with an emphasis on learning English and Maths skills. Pupils will practice and reinforce these skills in topic-based work, whilst some subjects, which do not fit into the topic, will be taught discreetly. Over the year the children will participate in whole school projects. For example, in the past the whole school has visited a contemporary art exhibition and then responded to the art seen through their own work.

### **4.2 Planning**

Teachers and subject leads together write medium term plans for non-core subjects which are based on the Long-Term Curriculum Plan and progression of skills documents for each subject.

### **4.3 Relationships, Health and Sex Education**

This is taught by the class teachers with support from external agencies such as the School Health Nurses where necessary. Parents are informed of the lesson content prior to learning commencing in years 5 and 6.

### **4.4 British values and Children's Rights**

These are woven throughout our curriculum, but particularly through PSHE. As a Rights Respecting School, children's rights is a thread which runs through all our work with children.

### **4.5 Resources**

To support planning the curriculum teachers will use:

- The National Curriculum, September 2014
- William Fletcher's Long Term Curriculum Plan
- [Statutory Framework \(DfE, March 2021\)](#) - EYFS
- [Development Matters \(DfE, July 2021\)](#) - EYFS
- 'Letters and Sounds,' and 'Jolly Phonics' to teach phonics – this will be revised in January 2022
- Big Write initiative
- White Rose Maths across the school
- Vipers
- Spelling Shed
- Agreed Syllabus 2015-2020 (Oxfordshire guide to teaching R.E. Syllabus)  
<https://www.oxfordshire.gov.uk/sites/default/files/file/our-work-schools/TheAgreedSyllabus2015-2020.pdf>
- Charanga, Oxfordshire's online Music Resource
- REAL PE for PE
- Jigsaw for PSHE and RSE
- UNHCR for Rights Respecting School
- Timetables Rock Stars
- My maths
- Scheme for French- Light bulb languages

### **4.6 Parental Involvement**

Parents are involved wherever possible in their child's learning and informed about their child's learning and progress. Learning experiences at home will be valued and built on. Parents are invited into school to take part in shared learning sessions. Workshops are offered to parents to help parents support their child's learning at home.

## **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:

- Pupils working at a high level
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND 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 SEND policy and information report.

## 6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- School visits
- Meetings with curriculum leaders
- Presentations by subject leaders at Governor meetings
- Pupil interviews

Subject Leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies
- Book scrutinies
- Interviews with pupils
- Learning walks
- Lesson observations
- Maintain subject folders

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

## 7. Review

This policy will be reviewed every three years by staff and the school's Governor Curriculum committee.

Policy Name	Curriculum Policy
Frequency of review	3 years
Written	November 2021
Written by	Deborah Nind
Review	November 2024