

Balcombe C E (C) School



Curriculum Policy

Adopted by Governors: Nov 2020

Reviewed: Nov 2021, Nov 2022, Nov 23, Dec 24, Dec 2025

Next Review: December 2026

Curriculum Policy

Balcombe CE Primary School

Aims

We aim to:

- develop a love of learning in all pupils and nurture a Growth Mindset;
- foster strong partnerships between all learners in the school (pupils and staff);
- provide a broad and balanced education for all pupils that is coherently planned and well sequenced, incorporating, but not limited to, the objectives within the National Curriculum;
- enable all pupils to make good progress, achieving their potential in all areas and leave Balcombe Primary with the skills, knowledge and cultural capital needed for their next steps in education and life;
- develop independent and resilient learners;
- Promote pupils having high expectations of themselves and what they can achieve;
- support pupils' spiritual, moral, social and cultural development;
- encourage pupils to enjoy sport and understand the importance of activity to maintain good health;
- enable our pupils to become excellent ambassadors for our school, consistently demonstrating our values in their learning and living by our Christian foundations.
- promote the learning and development of our youngest pupils and make sure they are ready for key Stage 1.

Our Values

These values underpin all of our teaching and learning.

- *Be respectful*
- *Be ambitious*
- *Be resilient*
- *Be caring*
- *Be creative*
- *Be curious*
- *Be the best that you can be!*

We aim to encourage, teach and promote these values across all areas of the curriculum and daily life. See the overview statements for each subject (on our website) to see how.

Organisation and Planning

- Curriculum is taught in subjects rather than topics or broad themes;
- Links are made where appropriate and relevant e.g. between texts studied in English and History/Geography
- It is organised into Year A and Year B for each class to ensure coverage;
- Medium Term plans (usually half-termly blocks of learning week by week) are produced by teachers using a set format and shared on the network for access by leaders.
- Knowledge and skills have been mapped out across the classes to ensure progression.
- Local context is reflected in some subjects e.g. local study of the history of the village.

Responsibilities

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 (SEN);
- the school implements the relevant statutory assessment arrangements;
- it participates actively in decision-making about the breadth and balance of the curriculum.

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

- all required elements of the curriculum are included;
- the amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
- 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;
- appropriate and specific provision is in place for pupils with additional needs or those who are vulnerable.

The **subject leaders** will:

- provide a strategic lead and direction for the subject;
- ensure the curriculum positively impacts on all pupils' learning;
- support colleagues on issues related to the subject;
- ensure coverage and a progression of skills across each phase and the school as a whole;
- monitor pupil progress in that subject area; (in subjects other than the core, PSHE and RE, this will only be when that subject is in focus)
- Monitor how the subject is taught by looking at planning, book looks, learning walks in accordance with the school's annual monitoring schedule;
- provide efficient resource management for the subject;
- keep up to date with developments in their subject;
- ensure action planning is linked to whole school objectives.

The **teachers** will:

- create a safe environment within which to learn,
- nurture pride in and responsibility for that environment;
- provide for self-initiated, child led learning, especially in the Early Years and into Key Stage 1, but also throughout the school;
- produce quality, adapted planning to ensure all children meet age related expectations where possible;
- maintain a high level of expectation of all pupils at all times;
- use effective questioning (especially open-ended questioning);

- ensure are relevant and engaging
- make learning intentions specific and clear, reviewing these intentions throughout the lesson;
- incorporate technology where this aids teaching and learning;
- use on-going and constant assessment to inform practice;
- use focussed assessment opportunities to inform forward planning (medium and long term);
- set aside time for children to reflect on own learning;
- lead by example, being the lead learners;
- celebrate every child's successes.

The **pupils** will:

- learn, consolidate and extend knowledge, understanding and skills;
- respect the aims of the school and positively contribute to its ethos;
- learn from their mistakes within a climate that encourages risk-taking as a learner;
- be given support, time and the optimum opportunities to succeed;
- apply their knowledge, skills and understanding;
- learn how to learn.

Equal opportunities

All pupils have access to the curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty. At Balcombe CE School, we have universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. Our curriculum includes a wide range of texts and other resources which represent the experiences and interests of all our children. We believe in 'valuing what the child brings to school' and recognise the importance of encouraging each child to be proud of being an individual.

Boys and girls have equal access to the curriculum. Topics or learning foci are planned to ensure there is a balance between those more likely to appeal to boys and girls.

Provision is made to develop the talents of more able pupils in a variety of ways. Through increasingly complex investigative tasks and open ended activities which enable them to tackle more complex issues and understand more difficult concepts. Regular opportunities are planned to enable pupils to showcase their talents, whether they be academic, creative or sport related.

Pupils with Special Educational Needs are supported to help them succeed in all areas of the curriculum. Quality first teaching enables individuals to access the curriculum at their own level, sometimes with support from additional adults in the classroom and/or specific resources. When needed, advice and support is sought from outside agencies, ensuring communication between parents, school and other professionals is timely, clear and honest.

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