

# Curriculum policy

Mossy Lea Primary School

**Approved by:**

Full Governing Body

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## 1. Curriculum aims

Our curriculum aims/intends to:

Insert the aims/intention of your curriculum here – for example, 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
- › Equip pupils with the knowledge and cultural capital they need to succeed in life

Aims specific to secondary schools could include to:

- › Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- › Provide a broad curriculum prioritising a strong academic core of subjects, such as those offered in the EBacc
- › Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

Schools with early years provision may also wish to refer to this specifically – for example, to:

- › 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 effective teamwork, 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

## 2. Legislation and guidance

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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 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 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 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.

## 4. Organisation and planning

Pupils at Mossy Lea have a distinctive and personalised curriculum that will prepare them for the ever-changing world that they will grow into. It is a bespoke thematic curriculum written by teachers, governors, parents, advisors, consultants and kids with only our pupils in mind, to meet their needs and build on their interests. It meets the statutory requirements of the National Curriculum. (2014) If you want to know more about the National Curriculum we follow you can use the following links. <https://www.gov.uk/national-curriculum>

Our school has a rolling, connected curriculum that teaches the required knowledge of the national curriculum in a discreet way, yet doesn't decompartmentalise learning into boxes.

Our curriculum is delivered through a desire to create lifelong learners. Developing independent, thinking learners is at the heart of all we do. Children who do not rely on extrinsic motivation to drive their learning rather have an intrinsic drive for excellence and mastery. Time is available for children to master curriculum areas and find their skills and talents. Time is given to reflect on learning, to review, revise and improve.

Our curriculum focuses on inspiring and providing space and opportunities for mastery- creating writers, mathematicians, artists, musicians, historians, geographers, engineers, scientists etc

Our curriculum celebrates and recognises the benefits of outdoor learning – using the school grounds, topic hooks, and local educational visits to impact learning and celebrating the environment and community in which we live and learn.

At Mossy, support by the SENCO at our collaboration school, [St George's](#) all teachers are responsible for providing a curriculum that is suitable for all pupils in the class, including those with Special Educational Needs or Disabilities (SEND) with support from the SENCo. We have high expectations for all pupils and are committed to ensuring our curriculum complies with the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. Our inclusion statement emphasises the importance of providing an inclusive learning environment for all pupils including those with SEND. Additional information on this can be found in our Special Educational Needs Information Report and Equalities Policy.

If you want to know more about our curriculum or have any questions please do talk to your child's class teacher.

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

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through: school visits, meetings with the school council, Heads report, discussion with the advisor, learning walks, book scrutinies etc.

This policy will be reviewed annually by the Headteacher, and HOS. At every review, the policy will be shared with the full governing board.