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Curriculum Policy

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- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards gaining sufficient knowledge and skills for future learning.
- Allow children to achieve depth to their learning by applying their knowledge and skills in a range of contexts and subjects.
- Support pupils to reach a high standard of literacy and maths skills through specific teaching and the application of these skills to learning across the curriculum.
- 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
- Encourage pupils to respond positively to opportunities, challenges and responsibility and to be 'determined to succeed'.
- Encourage pupils to become independent, inquisitive thinkers, who question the world around them with curiosity, seeking solutions with creativity and co-operation / collaboration.



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- Enable pupils to listen carefully and to articulate responses showing consideration to others.
- Support pupil's spiritual, moral, social and cultural development.
- Promote physical and mental development and an awareness of the importance of a healthy, active lifestyle.
- Enable pupils to have respect for themselves and high self-esteem, whilst teaching them the essential social and emotional skills to be able to live and work co-operatively with others.
- Promote a positive 'go for it' attitude towards learning, so that pupils embrace new challenges, take risks in their learning and push their own boundaries.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Develops children's personal values, qualities and attitudes so that they are respectful of other people and their beliefs, views and opinions.
- Encourage everyone to celebrate, understand and respect diversity.
- Encourage children to be caring, responsible and active citizens who positively contribute to the local and wider community and environment.
- Promote the learning and development of all our pupils to ensure they are ready for the next stage of their education

5. Legislation and Guidance

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 2015 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 Early Years Foundation Stage Statutory Framework for group and school-based providers January 2024 and Development Matters - Non Statutory curriculum guidance for the early years foundation stage Sept 2020.

6. Implementation - Organisation and planning

Through clear strategic planning, our curriculum provides not only memorable experiences but is rich in opportunities from which the children can learn and develop transferrable skills. The acquisition of knowledge and the development of skills is carefully planned to create a purposeful and exciting 'learning journey' for every child with cross curricular links within the themes chosen. Our yearly curriculum maps indicate which subjects are taught to which groups of children in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects. Subject leaders have pulled together areas of learning from different curriculum subjects which contain similar themes or links. This allows for a more creative and cross curricular approach to learning and encourages children to apply skills in a variety of ways. We review our long-term planning on an annual basis.

A clear progression of knowledge and skills, based around the National Curriculum programme of study, form the basis of our medium-term plans. In Science, History, Geography, Art and Design Technology, learning journeys highlight key objectives, prior and future learning, important vocabulary and suggested steps for learning including key questions. Weekly planning is then differentiated to the needs of each class to promote challenge as well as to scaffold. Teachers plan and tailor units of work and lessons so that all pupils are able to reach their full potential



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regardless of their starting point. Quality first teaching is provided to ensure that accelerated progress is promoted in each lesson. Our feedback and marking policy is implemented consistently as opportunities for children to reflect on their learning, both the successes and next steps.

In addition, specific schemes of work are followed in Computing (Teach Computing and Project Evolve), RE (Kent Agreed Syllabus), Music (Sing-up), PSHE (Jigsaw), PE (Get Set PE) and Modern Foreign Language – French (Language Angels)

Please refer to separate English and Mathematics policies.

7. Early Years Foundation Stage

In the Early Years Foundation Stage, we plan an exciting and challenging curriculum based on our observation of children's needs, interests and stages of development across the seven areas of learning to enable the children to achieve the Early Learning Goals. All seven areas of learning and development are important and interconnected. At Higham Primary School we believe these seven areas depend on each other to support a rounded approach to child development. Children learn in many different ways, and we recognise the need to provide opportunities that allow children to learn in the ways that best suit them; playing, talking, observing, investigating and problem solving, questioning, experimenting, testing, repeating, reflecting and responding to adults and each other.

The curriculum is delivered through a combination of adult-led focussed learning and child-chosen/child-initiated activities. The learning may be delivered through a wide variety of activities aimed at the whole class, groups, pairs or individuals that take place both in and out of doors.

Planning is aligned to the New Development Matters guidance (September 2020) in the Early Years Foundation Stage. Long-term plans set out the areas to be covered across the year, which offer experiences in all seven areas of learning, while medium term plans show this in greater detail for a half term. Weekly plans are based on the principles of active learning and choice for children. They take account, wherever possible, of children's interests, and are responsive to children's learning based on teacher assessment. End goals are focused on ensuring pupils are prepared for the Key Stage One curriculum.

Please refer to Early Years Foundation Stage Policy for further details on early years curriculum.

8. Inclusion

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. 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 SEND
- Pupils with English as an additional language (EAL)



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If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents. 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 into 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.

If the child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice (2015). In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

9. Roles and responsibilities

9.1 Role of the Governing Body

The Governing Body has a Curriculum and Standards Committee which plays an integral part in overseeing the curriculum, reviewing, and adopting policies and monitoring the curriculum in a number of ways. Their role is to keep a strategic overview of the curriculum. 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
- The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

9.2 Role of the Headteacher

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

- All required elements of the curriculum, 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 ensures the curriculum is not narrowed for pupils.
- 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



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- 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
- Appropriate and inclusive provision is in place for pupils with different abilities and needs, including children with SEN

9.3 Role of the Curriculum Lead

The Curriculum Lead maintains an overview of the curriculum and works in partnership with the Headteacher on a range of strategic planning, monitoring and evaluating tasks, from the full range of evidence provided by subject leaders, class teachers and governors. The Curriculum Lead supports the Subject Leaders as they monitor and co-ordinate their subject and implement relevant aspects of the School Improvement Plan. The Curriculum Lead disseminates any CPD opportunities relating to the curriculum that they have attended with staff as appropriate, such as through INSET days or staff meetings.

9.4 Role of the Subject Leader

Every subject taught within the school has a lead member of staff to oversee their management. The role of the subject leader is to:

- Provide a strategic lead and direction for the subject
- Ensure that all aspects of the national curriculum content are identified within the curriculum overviews
- Support and offer advice to colleagues on issues relating to the subject
- Monitor the teaching and pupil progress in that subject area
- Provide sufficient resource management for the subject
- Write a subject action plan with clear objectives for their subject for the coming year
- Liaise with Curriculum Lead and Headteacher as required
- Provide a written report to Governors three times year on the development of their subject and any future actions.

Where possible the school gives subject leaders non-contact time, so that they can carry out the necessary duties involved within their role. It is the responsibility of the subject leader to keep up to date with developments in their subject at both national and local level, to review the way the subject is taught in the school and to plan for improvement.

9.5 Role of the Class Teacher

Teachers will ensure that the school curriculum is implemented in accordance with this policy. Class teachers have the final responsibility to produce class specific, medium and short term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning.

10. Monitoring and Evaluating

The Headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluation tasks will be undertaken in partnership with the Curriculum Leader. These tasks will link into a programme of monitoring, School Improvement plan priorities and actions, as well as performance management of teaching staff. The Headteacher and Curriculum Leader will report



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their findings through regular reports to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Subject Leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutinies and pupil interviews.

11. Links with other policies

This policy links to the following policies and procedures:

- Early Years Foundation Stage policy
- English policy including Handwriting policy
- Mathematics policy including Calculation policy
- Feedback and Marking policy
- Teaching and Learning policy
- Computing policy
- Science policy
- PSHE policy
- Assessment policy
- SEND policy