Christ Church CE Primary School, Walshaw

Curriculum Statement

At Christ Church CE Primary School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all, underpinned by a Christian foundation based on our core values of Kindness, Love, Wisdom, Hope, Perseverance and Respect. We do not tolerate discrimination of any kind and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them – encouraging adherence with the fundamental British values. We also seek to promote the spiritual, moral, social, cultural, mental and physical development of pupils at our school. and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school.

Our curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

Curriculum intent

We have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities to enhance their learning experience. These opportunities are designed to build resilience, confidence and self-esteem and allow pupils to form personal connections with their peers and teach skills essential for life after school. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

Classroom-based learning: Accessing different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Children are encouraged to make links with their previous learning, develop skills and be reflective. Classroom teaching also includes adaptive approaches, including one-to-one and small group tuition for pupils who require additional support. We have high aspirations for all.

1. School ethos and aims

1.1. The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their locality; its history and geography, to encourage their interest in and knowledge of their local area.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the National Curriculum and the Manchester Diocesan Syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

1.2. Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.

- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

2. Roles and responsibilities

2.1. **The Board of Trustees and Local Academy Committee is responsible for:**

- Approving and monitoring the content of this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Ensuring the curriculum is inclusive and accessible to all.

2.2. **The headteacher is responsible for:**

- Devising long and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the board of trustees and the local governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Ensuring the curriculum is created in accordance with this policy.

2.3. **Teachers are responsible for:**

- Implementing this policy consistently throughout their practices.
- Ensuring units of work are reflective of the school's curriculum.
- Implementing the curriculum in creative ways and keeping pupils engaged in content.

- Ensuring that enrichment opportunities within the curriculum are exploited and provided for all pupils.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given opportunities to apply their learning, demonstrating mastery and are allowed opportunities to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all groups of pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

2.4. **Subject leaders are responsible for:**

- Supporting and offering advice to colleagues on content, pedagogy and developments relating to the subject or curriculum area.
- Monitoring pupil progress within each key stage and reporting on this to the headteacher.
- Providing efficient resource management.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

2.5. **The SENCO is responsible for:**

- Collaborating with the head teacher, SLT and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

3. Organisation and planning

3.1. The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

3.2. In general, lessons will be separated into four core parts:

- Review and Retrieval.
- Modelling and scaffolding.
- Guided and Independent Practise.
- A review.

Adaptive practice, questioning and checking understanding runs throughout each section

3.3. Teachers will plan lessons which are challenging for all pupils and set high expectations for all.

3.4. Teachers will have due consideration for pupils who require additional help through adaptive teaching, within their planning and organisation of lessons.

3.5. Disadvantaged pupils and those with SEND and EAL will receive additional support – this may include dedicated time with TAs and access to specialist resources and equipment where required.

3.6. TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary. MITA principles will be followed.

3.7. Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

3.8. Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

4. Reporting and assessment

4.1. Formal assessments will be carried out termly to measure pupil progress. The results of the summative assessments will be used to inform future planning and target setting. Test base standardised or previous National tests will be used.

4.2. Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents.

4.3. Ongoing formative assessment will take place on a daily basis, to identify next steps in learning and to ensure that pupils learning needs are met in each lesson.

4.4. Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.

4.5. Special arrangements will be put into place for pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

4.6. All reporting and assessments will be conducted in line with the school's Assessment Policy.

5. Supporting pupils with SEND

5.1. Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

5.2. Pupils with SEND may work with TAs or the teacher in smaller groups at times to work on topics covered in lesson to ensure they do not fall behind their peers.

5.3. Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

5.4. The progress of pupils with SEND will be monitored by teachers and reported to the SENCO.

5.5. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education, as well as engaging with external agencies.

6. Extra-curricular activities

6.1. The school offers pupils a wide range of extra-curricular activities, visits and experiences to enhance their academic learning and personal development.

6.2. Extra-curricular visits and activities can occur outside school hours and can include overnight stays both in the UK and abroad.

6.3. All pupils are able to participate in the activities and trips available. We will monitor pupil participation, particularly from our vulnerable and disadvantaged groups and wherever there is an instance where a pupil cannot participate due to financial constraints, the trip or activity will be adapted/supported so that every pupil who wishes to do so, can take part.

7. Monitoring and review

7.1. This policy is reviewed every three years by the headteacher and the trustee standards committee.

7.2. Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

7.3. The scheduled review date for this policy is September 2026- completed.

Next review date September 2027