



Galley Hill Primary School & Nursery

Curriculum Policy

**Ratified at a meeting of the
Teaching and Learning Committee**

Signed: *B. Mackenzie*

Name: Bob Mackenzie

Date: 25th November 2024

Due for review: November 2027

1. Curriculum aims

Our curriculum aims/intends to:

At Galley Hill, we are committed to providing a curriculum that equips every child with the knowledge, skills and vocabulary to fulfil their potential. We want them to have **high aspirations for themselves and the wider world** by *'introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.'*

We encourage our learners to **persevere to achieve their goals** by presenting them with a well-structured curriculum (which covers the National Curriculum 2014) with a carefully planned progression of knowledge and skills across all subjects. We use common threads to make learning links explicit and build understanding.

Our curriculum will encourage questioning, the exploration of ideas and navigation of challenges to help prepare our children for the future. In this way, we will encourage learners to **build resilience** and be **curious about the world around them**. Furthermore, we actively promote diversity in the content and resources we have selected.

These curriculum aims are underpinned by our vision and values:

Our vision is to develop resilient learners who:

- Are curious about the world around them
- Have high aspirations for themselves and the wider world
- And persevere to achieve their goals.

2. 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 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.

Teachers (beyond those following the Early Career Framework) school will take on the responsibility of being subject leaders. Each National Curriculum subject will have a leader assigned to it. They will be responsible for monitoring their subject to ensure that it is being delivered as intended and our mapped curriculum document is being followed.

4. Organisation and planning

Within our school, it is the class teacher's responsibility to ensure that their timetables allow for the teaching of all National Curriculum subjects. Within year group teams, they complete the short-term planning for all subject areas. This is overseen by school leaders and subject leaders.

- › Each subject of the National Curriculum is taught discretely so the children are aware of the specific skills and disciplinary knowledge that is specific to that subject.
- › School leaders have worked with teachers to create 'Our Curriculum'. This is an overview of the exact content that will be delivered for each subject for each year group. For Foundation Subjects, further detail is outlined in 'Journey Planners' that outline the specific learning that will take place in each scheme of work (this is our medium term plan).
- › For many subjects (English, Science, History, Geography, Art, DT), school staff have designed our own schemes of work to meet the needs of our children. For other subjects, we have carefully chosen published schemes that we follow (Maths – White Rose, French – Language Angels, PE – Real PE, RE – NATRE, Computing – Purple Mash, PSHE and RSE – PSHE Association, Music – Kapow).

- › We use Super Sonic Phonic Friends as our chosen phonics scheme and have full fidelity to this scheme.
- › Our Relationships, Health and Sex Education teaching is embedded within our PSHE scheme of work, which comes from the PSHE Association. The long-term plan for this area of teaching can be found as part of our PSHE, incorporating RSE, Policy.
- › Our curriculum goes beyond the National Curriculum and we put much thought into the personal development of our children by introducing them to Fundamental British Values and explicitly teaching them about feelings and well-being. Through everything we do (the taught curriculum, our behaviour curriculum, assemblies and our range of extra-curricular trip and activities, we plan to develop our children's spiritual, moral, social and cultural (SMSC) understanding. This is intrinsically woven into everyday life at Galley Hill.

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. Appropriate adaptations will be made to ensure inclusion for all.

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:

- › Termly curriculum updates given as part of the Teaching and Learning committee meetings
- › Each governor holding a 'link subject' role and meeting / communicating regularly with the Subject Leader (these visits are written up and shared with the wider governing body). This includes the sharing of the subject action plan at least three times per year.
- › Visits to school as appropriate to complete subject review with the subject leader, school leaders or local authority advisor.
- › Termly headteacher report to governors.

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

- › Carrying out an annual subject review (deep dive) alongside the headteacher.

- Carrying out termly monitoring activities, such as planning scrutiny, work scrutiny, lesson drop ins, display scrutiny and / or pupil voice (this is particularly effective when children are spoken to alongside their work books for the subject).

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

This policy will be reviewed every three years by the headteacher and the Teaching and Learning Governors Committee. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Teaching and Learning policy
- SEN policy and information report
- Equality information and objectives
- PSHE, incorporating RHSE, policy