



## **Ashton St. Peter's Church of England Voluntary Aided Primary School**

### **Curriculum Policy**

**'To seek to open our hearts and minds to the love of God and learning'**

Ratified in July 2023

Update in July 2025

Supporting the learning and development of the whole child as an individual

#### **See also policies:**

- Spiritual, Moral, Social and Cultural
- Marking
- Inclusion
- Equality
- Assessment for Learning

#### **Introduction**

This policy is a statement of the aims, principles and strategies for learning and teaching of the Curriculum at Ashton St Peter's C of E VA Primary School.

#### **School Aims**

At Ashton St Peter's C of E VA Primary School, we aim to foster a life-long love of learning, through adopting a highly practical, skills based and engaging approach to learning. Our Curriculum aims to equip our children with the skills required to be an independent and responsible citizen. We aim to deliver this through:

- Providing 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
- Enabling pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Promoting a positive attitude towards learning
- Ensuring equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Equipping pupils with the knowledge and cultural capital they need to succeed in life
- Promoting the learning and development of our youngest children and ensure they are ready for Key Stage 1
- Embedding the importance of every child as an individual in all learning opportunities
- Developing a sense of community and belonging, contributing to our community through direct interaction - making links with local organisations
- Equipping children with skills for life, through practical experiences
- Making learning more meaningful, through putting it into context

## **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](#)

## **Learning and Teaching**

We use a variety of teaching methods that accommodate the different learning styles of all children. We aim to ensure that all children are able to access the learning and make progress through quality first teaching.

Where possible teaching assistants will be used effectively to support the learning of individual children or particular groups.

Effective learning takes place when:

- Children know what they are going to learn and why
- Children know what they need to do to be successful
- Children are helped to assess their own learning and the learning of others
- Children receive positive feedback that helps them to identify what they need to do next
- Children have time to reflect and review their learning
- Children feel cared about, happy, secure, motivated and stimulated
- The learning environment is well-organised, attractive, stimulating and positive
- Displays show children's work - at all levels
- Children experience a variety of learning situations, both indoors and outdoors
- Expectations are high
- Spontaneity is encouraged
- Children are encouraged to be active and responsible for their own learning and progress

## **Organisation and Planning**

We teach subjects individually with a focus on skills and knowledge. Each subject is valued individually and taught explicitly in every year group of Key Stage 1 and 2. If there are any appropriate cross-curricular links these are exploited to ensure the children become secure in their subject knowledge, encouraging them to make links. We use a spiral curriculum where possible, this supports children in retaining knowledge and building on skills from previous year groups. They are given opportunities to practise and develop different skills throughout their time at Ashton St Peter's Primary School. Using this spiral curriculum approach also allows the children recall and build on knowledge from other units they have studied. The use of vocabulary is key to our curriculum - ensuring that children can make links between different times they have been exposed to a topic or theme. We provide the children with opportunities to use this key vocabulary when speaking and when appropriate in writing. Some PE lessons will be provided by outside specialists such as swimming.

Each subject provision is designed using this process:

- National Curriculum linked to topics (subject leader)
- Progression of skills document (subject leader)
- Long term plan (subject leader)
- Application to teaching and learning (class teacher)

Subject leaders will ensure that the topics covered throughout their time at Ashton St Peter's Primary covers all the 2014 National Curriculum objectives. They will also ensure that there is a progression of skills linked to the spiral curriculum approach. Therefore giving children opportunities to build on knowledge and develop skills as they progress through the year groups. Subject leaders will create a long term plan showing what should be taught in each term.

Class teachers will use all this information to inform their provision. They will also make use of schemes of work for science, music, computing and design technology when this is appropriate for their class.

Resources are held centrally so that all classes have access to them. Subject leaders are responsible for ordering any resources needed each year. Class teachers can make requests to the subject leader for consideration. Teachers will also purchase any resources needed from their class budget. Children may be asked to contribute appropriately to resources for a topic e.g. bringing in cartons from home.

See our EYFS policy for information on how our early years' curriculum is delivered.

### **Relationship and Health Education**

Relationships and health education are taught through our PSHE and science curriculum by staff.

(See the Sex and Relationship policy)

### **Spiritual, Moral, Social and Cultural**

There are numerous opportunities for supporting the pupils' SMSC development through all areas of the curriculum. Spiritual development is promoted through RE sessions, a range of Collective Worship and Values teaching. Moral development is promoted through class Circle Times, discussions about class and school rules, and Collective Worship themes linked to Values. Social development is promoted through a wide range of collaborative learning experiences and opportunities for play, PSHE, School Council, community events and events in the Church calendar such as Harvest. Cultural development is promoted through teaching of values such as; love, peace and respect. There are also opportunities within the curriculum to learn about other cultures as part of topics such as; texts in English, DT topics, music from around the world.

Our curriculum makes use of British values at every opportunity and are made explicit when they arise in a topic or lesson. They are also taught through the PSHE curriculum and are incorporated into our Values teaching. These values can also be seen throughout the school in areas such as; School Council and the Values Tree.

### **Community Links**

Where possible we will invite in parents, grandparents, carers, Governors or members of the local community to visit our school. Visits to places of interest will also be planned into the topics taught. Children will have the chance to take part in local events held by schools, local council or businesses when these arise.

Children will be given opportunities to explore the wider community by taking part in events beyond the school. Some of these include Red Nose Day, Children in Need, sponsor an animal and Genes for Jeans Day.

Whenever possible the local community will be used to enhance teaching and learning. For example; the use of local places of worship, Dunstable library, history of The Priory, Whipsnade Zoo, Dunstable Fire Station and the local council. This can involve physical visits, visitors to the school or virtual meetings.

### **Assessment and Recording**

- In accordance with our Feedback and Marking Policy

## **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 SEND policy and information report.

## **Monitoring and Review**

- There will be a subject leader monitoring week term where subject leaders can take part in learning walks, book monitoring and pupil voice activities. Each subject leader will decide what their focus will be and how to monitor it that term
- Subject leaders will use this monitoring to complete a monitoring form each term detailing their findings.
- Governors are kept well informed of the developments and progress made through the curriculum by receiving the subject leader monitoring forms and where possible meeting subject leaders across the year
- Parents/Carers can access the long term plan for each year group on the website and are invited in to look at all children's work - 'Look at our Learning'.

## **The Role of the Subject Leader**

- Take the lead in policy development
- Collect evidence on a regular basis from looking at planning, children's work, pupil discussions, learning walks and lesson observations.
- Collaborate with other Subject Leaders regarding Foundation Subjects
- Ensure progression and continuity throughout the school
- Support colleagues in their development of provision
- Keep up-to-date with developments in their subject and disseminate information to colleagues as appropriate

## **The Role of the Governing Body**

- Support school in providing appropriate resources to ensure learning.
- Monitor and evaluate learning and progress.
- Ensure resources, teaching and learning are in accordance with the Equality and Inclusion guidance.

### **The Role of the Head Teacher**

- To ensure the Creative curriculum is effective
- To monitor learning and teaching
- To support subject leaders in purchasing resources; professional development and through the implementation of training and procedures.

### **The Role of the Class Teacher**

- To ensure planning adopts appropriate learning styles ensuring that all children make progress.
- To take part in professional development.

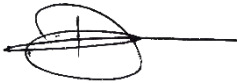
### **Review Procedures**

The School's policy will be reviewed when:

- Every two years July 2025
- The School wishes to review the policy.
- If amendments are required by the LA

Ratified by:

Date: July 2023



Headteacher