

YARDLEY WOOD COMMUNITY PRIMARY SCHOOL



Curriculum Policy

**Autumn 2025
To be reviewed Autumn 2028**

The School Aims

At Yardley Wood we aim to provide the best possible opportunity for every child to fulfil his/her potential, both academically and as a responsible citizen.

It is our policy:

- To help each child to develop fully, according to his/her level of maturity and ability, and to cater for every child's particular needs
- To develop valuable skills and positive attitudes necessary to lead happy and fulfilled lives
- To provide a good grounding in speaking and listening, reading, writing and mathematics. To develop investigate skills, knowledge and understanding in science and technology, and to provide experiences and learning opportunities in all other subject areas, providing breadth and balance to the curriculum
- To build a happy school society based on mutual respect and a real sense of caring for one another. That every child experiences success and feels that he/she is a valued member of the school community
- To enable children to know the difference between right and wrong; to encourage in each a sense of responsibility and high standards of personal behaviour; to equip them to make a positive contribution to the community
- To encourage children to take a pride in their school and in the efforts and achievements of its members
- To help and support those children who have particular difficulties with their learning or behaviour, or who have special gifts or talents
- To provide children with a range of activities outside the classroom that will enrich, stimulate and foster a greater involvement in school life
- To keep parents well informed about school and their children's work; to involve parents in the life and work of the school; to enlist the support and co-operation of parents

Curriculum development

Curriculum content, organisation and documentation is continually under review in order to fulfil legislative requirements, the revised National Curriculum and the changing needs of the school. The review of all curriculum policies will take place within a three-year period as laid out in the School Development Plan. The coverage of the National Curriculum is organised within key stage bands (EYFS, KS1, Lower KS2 and Upper KS2). Each year group has a set curriculum of core subjects supplemented by the Wider curriculum, Computing, PSHE, RE and PE curriculums as well as the 'Roots of Empathy' and 'Thrive' programme.

Curriculum Objectives:

Our Curriculum aims to inspire and encourage children to be passionate about learning, giving them chance to direct and influence their own learning journeys and be empowered to succeed through the exposure to a diverse range of learning opportunities. We aspire:

- To provide inspiring and engaging activities and tasks,
- To set challenging targets within each year group,
- To have high expectations of individuals' performance and progress,
- To encourage respect for and of the opinions and beliefs of others (See *British values statement*)
- To ensure all children are included and differentiated for
- To promote high quality learning experiences that focus on the development of understanding and knowledge and the acquisition of transferable skills
- To promote lifelong learning

Our Curriculum continues to aim:

- To provide opportunities and activities for children to communicate through speech and writing, and to listen with understanding.
- To provide stimulating reading material that enables children to read accurately, fluently and with understanding for their enjoyment.
- To ensure English is applied in all subject areas and enables children to articulate their understanding and learn with enthusiasm and independence.
- To assist in children's understanding and knowledge of mathematical language and the processes that they apply in a variety of tasks
- To provide opportunities for children to explain the pattern and relationships that forms the basis of mathematics.
- To develop mathematical skills and apply them to practical solutions through problem solving and investigations.

- To encourage the development of scientific understanding through activities and discussion that provide systematic enquiry within a range of experiments and investigations of everyday life. The opportunities we give for question raising in science enables children to use and understand scientific concepts and vocabulary.
- To give children opportunities to experience their own environment and the wider world both past and present through humanities (Geography, History, RE)
- To encourage flexibility and creative thinking in overcoming difficulties and developing new approaches through investigation.
- To provide opportunity for pupils to explore their own creativity and develop skills that support this.

Curriculum Organisation

English, Maths and Computing and E-safety are skills that run through the whole of the curriculum and also taught discretely. All other subjects are organised within a Wider curriculum approach where some subject disciplines are linked to a theme if appropriate. Personal and Social Education is taught in subject specific sessions and through R.E, 'Thrive' and 'Roots of Empathy'. Key knowledge and subject specific skills are the drivers to wider curriculum provision and the whole school curriculum has been designed to ensure this is sequenced to build upon knowledge year upon year, giving opportunity for pupils to use and recall their prior learning.

Curriculum Planning

There are four main areas of the School:

Early Years (Foundation Stage -Nursery / Reception), Key Stage One (Year 1 and 2), Lower Key stage 2 (Year 3 and 4) and Upper Key Stage Two (Year 5 and 6).

Long term planning

The National Curriculum forms the long-term planning and the 'wardrobe' of which we hang our learning opportunities in relation to key objectives. Subject leaders work alongside class teachers to develop a cohesive and supportive curriculum, relevant to the school community and that ensures pupils make good progress and meet all curriculum objectives before leaving primary school.

Medium term planning

Planning takes place termly or half termly to identify the learning objectives that link or may need to be taught independently of other disciplines. Subject mapping is organised by subject leaders, in collaboration with teachers, to provide forethought to: activities, learning outcomes, resources, differentiation, learning styles and assessment opportunities. The MTP's contribute to the review of Long Term Planning documents and ensure that the curriculum maintains a high standard and expectation of the pupils.

Short term planning

Teachers plan and organise their teaching within the agreed medium term planning and on a weekly basis. This is uploaded to the Staff server. Within these plans, key objectives, steps to success, deployment of staff and inclusion needs are identified so they may be annotated and referred to as part of assessment. All short term planning is filed by year groups as working evidence of curriculum coverage, development and assessment.

Teaching Approaches

Teaching staff use different approaches to ensure all pupils can access the curriculum and achieve their potential. It may be appropriate to teach the whole class or work with a small group and occasionally with individual children. It is the differentiation of teaching input and learning outcomes that we consider vital to effective learning. Teachers encourage pupils to make connections in their learning and simultaneously develop subject knowledge as well as independent learning skills within pupils.

See relevant subject specific overviews for further details.

Access and Entitlement

Every learner is entitled to achieve and the curriculum supports pupils of differing abilities and aim to ensure gaps in learning do not occur. With this in mind, we take account of unequal starting points and provide learning experiences that are planned to ensure breadth and depth, enabling every individual to progress through the school irrespective of, economic or ethnic background, gender, age or disability. We aim to empower learners through the curriculum, to become confident in their abilities and use these skills in their further education and contributions to society.

Progression

Our aim is for all pupils to be working at the expected standard for their year group and age. To ensure this, teachers are reactive to planning and learning opportunities and ensure that a pupil's needs are identified early.

The links we foster between classes, key stages and between this school and the next include:

- Tracking of pupils with SEN and termly reviews of cohorts and their needs in collaboration with the inclusion leader.
- Pupil centred meetings between leaders throughout the year and with teachers in the summer term as part of transition.
- Planned continuity for the transition between key stages.
- Liaison with Secondary Schools and key stage 3 teachers.
- Liaison between Early years providers and child centres

Staff Roles and Responsibilities

Curriculum Leaders have responsibility for curriculum areas across school and for the implementation of the policy. They monitor, develop and assist in the planning and development of the curriculum across school. The Deputy Head Teacher will monitor and review the whole curriculum across the key stages for consistency and ensure that curriculum leaders have high expectations, clear targets and remain accountable for their roles. Leaders have regular meetings with the HT and DHT to consider such matters as curriculum Intent, implementation and impact as well as consistency and continuity, progress and impact, assessment and record keeping. This is achieved by:

- Joint planning and moderation of children's work. In addition to this further monitoring is conducted through focused classroom visits by the Head Teacher, Deputy and Curriculum Leaders and outcomes discussed in Curriculum Team meetings
- Termly meetings of whole staff to share a particular success or priority and ensure consistency and continuity across year groups and key stages through high quality CPD.
- Subject leaders exploring learning through Pupil Book Study, an approach that evaluates key aspects of a subject and it's quality of standard within school. Outcomes inform and direct priorities for subject development.
- Governors are regularly invited to participate in observing the prioritised curriculum areas in order to make 'Curriculum Committee' evaluations of our success and are invited to observe and visit classes throughout school.

Curriculum assessment

Pupils are teacher assessed and formatively assessed directly against national objectives. Children can be more generally identified as working below, towards, at or in greater depth of the expected standard for the year group curriculum although every pupil remains an individual when being assessed and planned for. Mastery of these objectives is encouraged ensuring there is a depth of understanding to children's learning and subject leaders support in developing this within each year group through curriculum and teaching and learning approaches.

Monitoring and Review of Policy

This policy will be reviewed every three years. However, it is subject to change at any given time, due to Curriculum reviews.

Yardley Wood Community Primary School procedure for dealing with complaints about the School's Curriculum

(i) CONTEXT

All Local Authorities (LA's) have to set up procedures for handling complaints about the actions of governing bodies and LA's on the curriculum. Parents may use the complaints procedure if they believe that either the LA or the Governing Body is failing:

To provide the national curriculum in the school for a particular child;
To follow the law on charging for school activities;
To offer only approved qualifications and syllabuses;
To provide RE and daily collective worship;
To provide information that they have to provide;
To carry out any other statutory duty relating to the curriculum;
To act reasonably in any of the above cases

(ii) COMPLAINTS AGAINST THE GOVERNING BODY

Complaints against the Governing Body will be considered within the framework of the formal procedure that is already in place to deal with complaints against the school and to any community facilities or services that the school provides. This framework allows for complaints to be handled in both an impartial and non-adversarial manner, and in an open, transparent and constructive way.

Complaints against the Governing Body must be made in writing and will be acknowledged as soon as they are received. Once received it is likely that the complaint will be delegated to either a named governor (e.g. the Chair of the Governing Body) or to a complaints panel previously convened by the full Governing Body. The complaint will be investigated as soon as practicable in timescales agreed by all parties.

The complainant shall receive full written feedback of the Governing Body's/Named Governor/ Complaints Panel's consideration of their complaint and the decision to either uphold the complaint in full or in part or, dismiss the complaint in full or in part. Changes may also be recommended to the schools systems or procedures to ensure that problems of a similar nature do not occur in the future.

COMPLAINTS TO OR AGAINST THE LOCAL AUTHORITY (LA)

If on receiving the Governing Body's decision the complainant is still not satisfied, they can refer their complaint to the Local Authority. However the remit of the LA is to review the procedures followed and satisfy itself that the complaint has been dealt with appropriately rather than to make a judgement on the decision made by the governing Body.

Complaints that are just about the LA's powers or functions only need to be considered by the LA.

Autumn 2025
To be reviewed summer 2028

Policy adopted by Governing Board

Signed Chair of Curriculum Committee

Date