



Curriculum Policy

Reviewed July 2024
Next review due July 2025

Preston Primary Academy Trust Curriculum Policy

This policy has been written with the underlying principles of a Church of England school, which applies to Ash C of E Primary School, North Cadbury C of E Primary School and Preston C of E Primary School

INTRODUCTION

In order to implement Preston Primary Academy Trust's mission statement, 'Being the best we can be,' the curriculum for each school within the Trust is designed not only to fulfil statutory requirements, but also to enthuse our children with a love of learning. Our schools' curriculum planning has the National Curriculum in England document at the centre to ensure clear progression of skills and content. However, our schools' curriculum is not just timetabled subjects, it is every pupil's holistic experience of school.

AIMS AND OBJECTIVES

The curriculum will help our children to:

- Develop lively and enquiring minds.
- Communicate effectively, both orally and in writing.
- Learn the essential skills of life, including number and information technology.
- Explore and understand the world we live in.
- Develop an appreciation of the interdependence of individuals, groups, and nations.
- Express themselves creatively and enjoy the creativity of others.
- Develop an appreciation of a wide range of human achievement.
- Develop personal, moral, and spiritual values, including respect for others.
- Be prepared for the opportunities and responsibilities of life in a changing world.
- Learn how to learn and to regard learning as an enjoyable and lifelong activity.

- Develop a wide range of interests and appreciate the need for a healthy lifestyle.
- Set personal standards of achievement and value excellence.
- It will reflect changes in new Teaching & Learning initiatives.
- It will continue to reflect the outcomes of 'Every Child Matters.'

To achieve these aims, the curriculum is planned to be:

- **Broad** so that it provides a wide range of knowledge, skills, and experiences.
- **Balanced** so that each subject has sufficient time to contribute effectively to learning.
- **Relevant** so that learning can link to the pupil's experience to applications in the world at large.
- **Coherent** so that topics can be linked to make the whole learning experience more meaningful.
- **Progressive** so that what is taught builds in a systematic way upon what has already been learned.
- **Accessible** so that there is equality of opportunity for all.

ORGANISATION AND PLANNING

Our schools plan their curriculum in the following way: They agree a long-term plan for the whole school. This indicates what topics are to be taught in each term, and to which groups of children. They plan across year groups and within year groups to produce their medium-term plans. Their plans are reviewed regularly.

It is advised that weekly plans are produced and placed on SharePoint within each school.

With their medium-term plans, our schools give clear guidance on the learning objectives and teaching strategies, including ICT where appropriate, that they use when teaching each topic. The basis of such plans is from the National Curriculum in England document, first published in 2014.

Their short-term plans are those that their teachers write on a weekly or daily basis. Our schools use these to set out the learning objectives for each session, and to

identify how work will be adapted to suit the needs of the children, including those with an Individual Learning Plan (see also the Trust SEND policy)

Our schools strive to provide a curriculum which has a variety of enrichment activities that are integrated into the curriculum plans for each year group throughout the school year, both in and out of the classroom environment.

Our schools are well aware that all children need the support of parents and teachers to make good progress in school. They strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

THE EARLY YEARS FOUNDATION STAGE (EYFS)

The curriculum that our schools teach in the reception class, and where appropriate the nursery, meets the requirements set out in the 2023 statutory framework for Early Years Foundation Stage. Our curriculum planning focuses on the EYFS Profile and on developing children's skills and experiences, as set out in this document.

Our schools fully support the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

During the children's first year the reception class teacher makes assessments on the Foundation Stage Profile. This assessment forms an important part of the future curriculum planning for each child.

THE ROLE OF THE SUBJECT LEADER/PHASE LEADER

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- ensure there is suitable coverage of their subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;

- provide efficient resource management for the subject.

MONITORING AND REVIEW

The Local Governing Bodies (LGB) are responsible for monitoring the way the school curriculum is implemented. This group reviews each subject area according to the school's strategic plan.

The Head teacher is responsible for the day-to-day organisation of the curriculum. The Leaders monitor the weekly lesson plans and delivery of the curriculum, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.

Subject leaders monitor the way their subject is taught and all outcomes throughout the school. They examine long term and medium-term planning and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.