



**Downsway  
Primary  
School**

## **CURRICULUM POLICY**

<b>Date policy approved by Governing Board</b>	<b>05.03.2025</b>
<b>Date of next review</b>	<b>March 2028</b>
<b>Policy owner</b>	<b>Headteacher</b>
<b>Policy on website Y/N</b>	<b>Y</b>
<b>Compliance tracker updated Y/N</b>	<b>Y</b>

**All children have a right to a broad balanced and relevant education which provides continuity and progression and takes individual differences into account.**

Our school's 'curriculum' is all the planned activities that we organise in order to promote learning, personal growth and development. It includes not only the formal requirements of the Early Years Foundation Stage Curriculum and the National Curriculum 2014, but also the various extra-curricular activities that the school organises in order to enrich the children's experience. It also includes personal development – what the children learn from the way they are treated and expected to behave. We want children to grow into positive, responsible people, who can work and cooperate with others while at the same time developing their knowledge and skills, in order to achieve their true potential.

Our curriculum is broad and balanced, providing a wide range of knowledge, skills and experiences, giving each curriculum subject sufficient time to contribute to the children's learning. Our curriculum takes into account the knowledge and key skills required in each subject by the National Curriculum as well as children's interests. The main emphasis is to make the curriculum relevant to the child's learning by making explicit cross curricular links.

**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.

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.

**At Downsway we aim to:**

- Provide a broad and balanced curriculum
- Ensure that each child's education has continuity and progression
- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning or physical difficulties
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community
- Create and maintain an engaging and stimulating learning environment
- Promote a positive attitude towards learning
- Recognise the crucial role which parents/carers play in their children's education and make every effort to encourage parental involvement in the educational process
- Treat children in a dignified way

## Our Curriculum at Downsway Primary School: Foundation Stage to Year 6

<b>INTENT</b>	<b>At Downsway, we are...</b>	Challenging Minds. Changing Futures.					
	<b>School Vision</b>	Pupils have the confidence to aim high and to be curious about their world. They work successfully with others and have a tolerant and responsible attitude towards them.					
	<b>Core Values</b>	<b>Aspiration</b> <i>Dreaming big, aiming high, working hard to achieve goals</i>	<b>Self-Belief</b> <i>Believing in &amp; valuing yourself</i>	<b>Tolerance</b> <i>Respecting, accepting &amp; embracing others</i>	<b>Co-operation</b> <i>Listening, supporting &amp; sharing</i>	<b>Responsibility</b> <i>Learning to make good choices &amp; understanding the importance of honesty</i>	<b>Curiosity</b> <i>Showing enthusiasm, asking questions, imagining &amp; exploring</i>
	<b>Curriculum Vision</b>	<b>Develop our sense of self</b>		<b>Develop our sense of others</b>		<b>Develop our sense of the world</b>	
	<ul style="list-style-type: none"> <li>To ensure high levels of physical and mental wellbeing</li> <li>To be passionate about learning</li> <li>To develop a strong sense of personal character</li> </ul>		<ul style="list-style-type: none"> <li>To understand equality for all</li> <li>To challenge inequality</li> <li>To be tolerant of others</li> </ul>		<ul style="list-style-type: none"> <li>To understand and respect rules and laws</li> <li>To share the world peacefully with all others</li> </ul>		

<b>IMPLEMENTATION</b>	<b>Great Teaching</b>	A learning-focused climate, built on nurturing, positive relationships, enabling all to feel safe and thrive		Expert subject knowledge, based on an understanding of cognition and learning		Live feedback	Clear modelling of key concepts		Targeted questioning to accurately identify misconceptions & reshape learning activities			
		Challenge for all	High expectations of conduct & learning behaviours		Opportunities to embed concepts into long-term memory; to recap, apply & make connections			Accurate assessment informs next steps planning		Staff model a growth mind set & engage in life-long learning		
	<b>Great Learning</b>	Playing & exploring			Active learning				Creating & thinking critically			
		Independence		Perseverance		Questioning		Reflection	Resilience	Risk Taking		
	<b>Breadth &amp; Balance</b>	Communication & Language	Physical Development	Personal Social & Emotional Development		Literacy	Mathematics	Understanding the World		Expressive Arts & Design		
		Science	MFL	Art	DT	RE	PSHE/RSE	Computing	Geography	History	Music	PE
	<b>Inspiring Contexts</b>	Use of technology		Children's interests explored			Visits, visitors, themed days & experiences			Learning outdoors		
		Active learning	Story time		Memorable, meaningful, cross curricular themes				Collaboration across year groups			
	<b>The whole child</b>	Inclusion, equity & aspiration at the heart		Celebration of individual achievement & success			Timely intervention			Therapeutic Thinking		
	<b>Safeguarding</b>	Drug/alcohol Education	Sex Education		Online Safety	Anti-Bullying		Keeping safe at home, at school & in the locality		Anti-racism		
<b>Assessment</b>	Termly summative assessments		Ongoing formative assessments			Live & verbal feedback		Maths skills checks				

<b>IMPACT</b>	<b>Outcomes</b>	<b>Quality of Education</b>		<b>Behaviour &amp; Attitudes</b>		<b>Personal Development</b>	
		<ul style="list-style-type: none"> <li>All children make progress and achieve better than national average</li> <li>Opportunities are available for children to grasp concepts at greater depth</li> <li>A knowledge rich curriculum will prepare the children with skills for the 21<sup>st</sup> century</li> <li>All children are engaged by an appropriate curriculum</li> </ul>		<ul style="list-style-type: none"> <li>All children will build constructive relationships that enable them to make a positive contribution to the school community</li> <li>All children will see their learning challenges as opportunities – not obstacles</li> <li>All children will be willing to take risks</li> <li>All children will understand the difference between right and wrong, any why</li> <li>All children will take personal responsibility for their behaviour and attitude</li> <li>All children will know that asking for help is a sign of strength, not weakness</li> </ul>		<ul style="list-style-type: none"> <li>All children are equipped with the knowledge to be able to care for their physical and mental wellbeing</li> <li>All children are prepared for life in modern Britain</li> <li>All children are curious, creative and courageous</li> <li>All children use challenges to thrive and become even better versions of themselves</li> </ul>	
	<b>Evaluation</b>	Book looks Teacher's records	Data outcomes Pupil progress meetings	Pupil voice Parental feedback	Learning walks Lesson visits Staff meetings	Curriculum evaluations & gap analysis	

### **We encourage all children to:**

- Learn to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team.
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be happy, cheerful and well balanced
- Be enthusiastic and eager to put their best into all activities
- Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their behaviour
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
- Care for and take pride in their school
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Develop non-judgemental attitudes towards the protected characteristics outlined in the Equality Act
- Know how to think and solve problems mathematically, in a variety of situations, using concepts of number, algebra, measurement, shape and space, and handling data
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- Develop an enquiring mind and scientific approach to problems
- Have an opportunity to solve problems using technological skills
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and by acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- Know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and also to recognise links between family, local, national and international events
- Have some knowledge of the beliefs of the major world religions
- Develop agility, physical co-ordination and confidence in and through movement
- Know how to apply the basic principles of health, hygiene and safety
- Develop cultural awareness and communication skills, and through the study of another language within Key Stage Two, Years 3 to 6

### **Teaching methods**

Teaching methods at Downsway will include a number of approaches:

- demonstration, explanation and instruction by the teacher;
- whole class and group discussions
- practical activities to provide a real context
- investigation work where skills can be applied
- the committing to memory and recall of a range of facts
- investigating a range of strategies to develop skills and knowledge

## **Inclusion**

The teaching of all curriculum areas will be in accordance with the present policy for equality. We aim to provide equal access to all subjects for those children with Special Educational Needs and the most able pupils.

Teachers set high expectations for all pupils. They will use appropriate assessments to set ambitious targets and plan challenging work for all groups, including:

- Most 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. During the Foundation Stage, our aim is to cover a broad curriculum that leads towards achieving the national expectations, as described in EYFS curriculum.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

## **Responsibility**

### **The Headteacher, including the Senior Leadership Team, will:**

- Ensure appropriate curriculum provision including enrichment activities meets the needs of all pupils.
- Monitor curriculum delivery through book scrutiny, lesson visits, data analysis, planning scrutiny and pupil voice.
- Ensure effective training is available in order to secure high quality delivery.
- Ensure that the curriculum is delivered to the highest standards and challenge poor performance.

### **Subject Leaders will:**

- Review curriculum coverage.
- Deliver staff training to improve curriculum outcomes.
- Provide a strategic lead and direction for the subject.
- Support and advise colleagues on issues related to the subject.
- Monitor pupils' attainment and progress in the subject area they are responsible for.
- Provide efficient resource management for the subject.
- Carry out monitoring activities (*book looks, lesson visits and pupil voice*) linked to priorities within their curriculum area.

**Teachers will:**

- Plan and deliver the curriculum in all aspects to the highest possible standards.
- Monitor pupil performance against their targets and make adjustments to delivery to support progress.
- Attend relevant training to secure high-quality delivery.
- Liaise with the Inclusion Manager to secure appropriate support for Special Needs pupils and those who are a 'Cause for Concern'.

**Governors will:**

- Conduct pupil voice visits, where appropriate, to gain information regarding pupil's engagement with the curriculum and improve governor understanding of school improvement actions that have taken place.
- Engage in governor visits which give them the opportunity to understand how our curriculum is sequenced, its breadth and balance and how it matches the National Curriculum.

**Role of Parents/Carers**

- Parents/carers are encouraged to support their children's learning by helping with homework set by the class teacher.
- Opportunities are provided for parents to learn about curriculum developments and ways they can help their children at home. Parents are invited into class sessions, informative talks and workshops.
- Parents' evenings provide an opportunity for teachers to share in more detail the work and progress made by pupils.