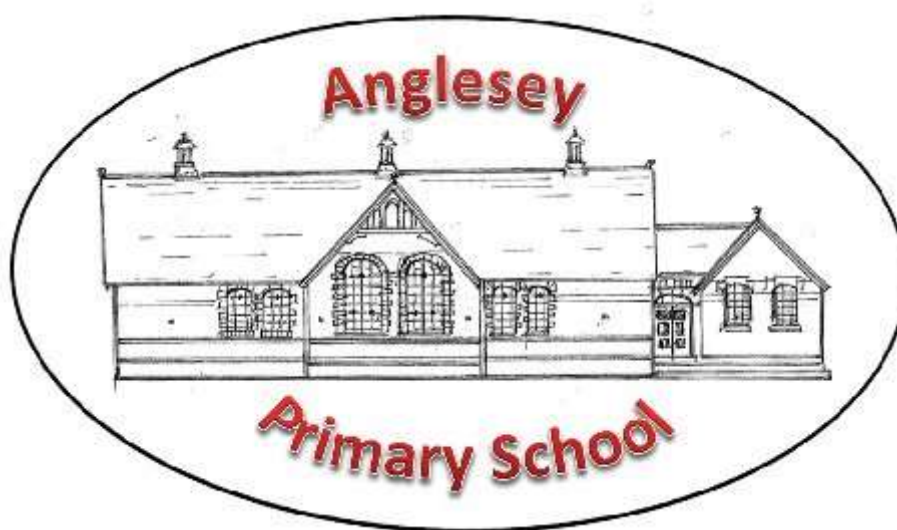


Anglesey Primary School



Curriculum Policy

Approved by:

Date:

Next review due by:

1. Anglesey Curriculum Statement



Inquisitive, Resilient, Independent

At Anglesey, we are a vibrant and nurturing school community, where children are given the skills to become, inquisitive, resilient, independent learners.

Our curriculum provides a range of creative, challenging and inspiring experiences for all.

This equips our children with the life skills to be happy, flourish and be successful...

Today, tomorrow and in the future

2. Curriculum Intent

Our school curriculum at Anglesey Primary School is underpinned by the values in our curriculum statement. We support and encourage all of our pupils to be inquisitive, resilient, independent and creative and to overcome challenge. These values are threaded through our curriculum, in order that our pupils can become respectful, polite members of our school community, who feel valued and cared for and are committed to being life-long learners.

We want the best possible outcomes for all our pupils and provide a broad, balanced and ambitious curriculum designed to meet the needs of all groups of pupils, including those with SEND and provides them with opportunities to enrich their cultural capital through the range of visits and trips linked to themes and to our intent that pupils become inquisitive, resilient and independent. Our curriculum reflects the cultural background and interests of our pupils.

At Anglesey, we have a well above average number of EAL and Disadvantaged pupils. As a result, we constantly strive to create a curriculum where children are exposed to high quality language in varying forms in a meaningful, deliberate and engaging way, involving the pupils as active participants. Language acquisition and its use is at the core of all the reading, writing, and communication we expect of our pupils.

We believe that a quality creative curriculum is central to developing effective learners and improving academic performance. It allows them to develop personal responses and engagement with other people's ideas and with the world around them. Solving problems while creating and making things helps children to overcome setbacks and become more resilient, reflect on their learning and evaluate and improve it.

3. Curriculum Approach, Organisation and Planning

The school has adopted a curriculum that is ambitious for the community, is linked to the national curriculum, provides them with opportunities to enrich their cultural capital through the range of visits and trips linked to themes and to ensure that pupils become inquisitive, resilient and independent.

The curriculum is broad, balanced and ambitious and designed to meet the needs of all groups of pupils, including those with SEND. As a result, pupils attain standards that are close to National from very low starting points.

A bespoke non-core curriculum has been developed and is continually reviewed since the last inspection to ensure skills and knowledge are planned, sequenced and build on prior learning.

SEND pupils across the school are included within all areas of the curriculum, with work being adapted if appropriate, for them to be able to access the learning. Pupils with extremely high levels of need follow the school's curriculum in a highly tailored and individualised way.

Clear planning and staff training and support ensures that teachers have the subject knowledge to deliver the curriculum at the appropriate level. As a result, pupils are able to talk about their learning with increased confidence.

In lessons teachers check pupils understanding continually and provide clear feedback to support them in becoming independent, resilient and inquisitive learners.

The environment supports pupils across the school in being able to access learning in all subjects. Key vocabulary is evident which the children are expected to use, refer to and understand.

The implementation of Little Wandle has enhanced the teaching of phonics because of the clear structure and high expectations that allow all pupils to succeed.

Reading is highly valued across the school. Pupils come in to school with low levels of reading interest and little parental support. Pupils are actively encouraged to read often and widely both as part of the reading programme and for pleasure. Teachers read regularly to children and the writing scheme is linked to a key high-quality text, which are mostly linked to themes in other areas to support the wider curriculum.

Subject leaders set out clearly the skills, knowledge and vocabulary required. The planning refers to prior learning from the previous topic, year group and lesson. This ensures that pupils build on prior learning and explicitly make connections between what they have previously learned and what they are currently learning.

Each curriculum subject is planned so that there is a clear progression and of skills and knowledge which are revisited and enable pupils to know more and remember more.

Curriculum coverage:

- Specialist teachers deliver much of the Art, Languages, Music and PE content.

- Relationships and Health Education and Spiritual, Moral, social and Cultural Development is planned into the PSHE curriculum and delivered at an age appropriate level.
- Computing and Science are taught weekly
- R.E. and P.S.H.E are taught in alternate weeks
- History and Geography are taught in alternate half terms
- Maths, reading, phonics and writing are taught daily

4. 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](#).

5. Roles and responsibilities

5.1 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 (SEND)
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

5.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, 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 SEND

5.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

5.4 Subject Leaders/Phase Leaders

The curriculum leaders:

- Provide a strategic lead and direction for the whole school curriculum in liaison with Year Group Leaders and Phase Leaders
- Support and offer advice to colleagues on issues related to all subjects
- Ensure and monitor coverage of all subjects
- Monitor pupil progress in all subjects
- Provide efficient resource management for the subject
- Review the curriculum and plan for improvement
- Keep up to date with developments in subjects, at both national and local level.
- Ensure the school values thread through the curriculum
- Ensure progression of skills in each subject and key objectives are revisited
- Provide a curriculum overview for each subject
- Ensure a broad and balanced curriculum is provided which meets the needs of all learners including those with special educational needs.
- Monitor standards with the SLT through a programme of observations, Book Scrutinies, performance management, Pupil Voice and learning walks
- Ensure moderation across and between year groups
- Support staff with required CPD and evaluating any new initiatives and review the curriculum

6.5 Year Group Leaders

The Year Group leaders:

- Provide half termly plans based on the progression of skills for each subject
- Monitor progress across the year group

6. 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 SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons using a clear progression of skills and knowledge, 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. At Anglesey we provide a language rich curriculum and environment.

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

If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice [2015]. In most instances, if a concern arises suggesting that a child may have special educational needs, the teacher is able to provide resources and educational opportunities which meet these needs within the normal class organisation.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS Policy
- Assessment Policy
- SEND Policy
- Inclusion Policy
- More Able Policy
- Equality information and objectives
- RSE policy

- Teaching and Learning Policy
- Marking and Feedback Policy
- Maths Policy
- Phonics and Early Reading Policy
- Writing Policy
- Reading Policy