

SOUTH HAMS FEDERATION CURRICULUM POLICY

Approved: 29.11.21

Review: November 2022

The curriculum of the South Hams Federation follows the National Curriculum and the Locally Agreed Syllabus for Religious education. It consists of progressive learning that uses retrieval practice to activate and build on prior knowledge. The curriculum promotes the intellectual, moral, social, spiritual and physical development of the children, to prepare them for the opportunities, responsibilities and experiences of life and shape resilient, compassionate, thriving individuals.

The schools in the Federation share an ethos of quality relationships and commonly expressed values, which are exemplified in the way in which everyone within the “school family” sets about its tasks and the way in which it is organised and managed.

The schools believe that the purpose of learning is to help children to:

- Develop lively and enquiring minds, the ability to question and to apply themselves to tasks and physical skills.
- Acquire understanding, knowledge and skills to prepare them for the next stage of their education
- Develop personal moral values, respect for religious values and for other cultures, faiths and ways of life.
- Develop a concern for the environment, an understanding of the world in which they live and the inter-dependence of individuals, groups and nations.
- Appreciate human achievements and aspirations.
- Take their place in society in an informed, positive and active way, seeing education as a life-long process.

In promoting these aims, our curriculum serves a variety of functions:

A continuous and progressive development of each of the five elements of learning:

- **Knowledge**
- **Concepts**
- **Skills**
- **Attitudes**
- **Action**

Fulfilling 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.

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- **Breadth:** Children will study a curriculum based on building knowledge and skills to develop creative, meaningful connections in order to enhance learning. Teaching is consistently based on the Rosenshine principles.
- **Balance:** Each area of learning is given appropriate attention in relation to others and to the curriculum as a whole.
- **Contextualised:** Learning is linked as far as possible to the local area and community of the school. Schools seek to develop learning opportunities, which facilitate this linkage, involving experiences both inside and outside the classroom so that all children have a shared understanding and vocabulary.
- **Equitable:** Learning is provided through a mastery curriculum ensuring all pupils have access to the same provision and opportunities. Pre-teaching ensures that pupils are all able to access the curriculum and have the prior knowledge to do so.

The curriculum is designed to meet the individual needs of children and allow all children to make good progress across a range of areas.

- **Progression and Continuity:** Effective transition from Foundation Stage, Key Stage 1 and Key Stage 2 requires careful planning and this is ensured in the Foundation Subjects and Science through the delivery of carefully sequenced curriculum. Work undertaken at each stage is based on previous knowledge, skills, progress and achievements. Our policy is therefore to use assessment for learning as a formative mechanism to ensure progression and good progress for all children.
- **Coherence:** The curriculum is planned to ensure learning builds upon prior knowledge. It is designed to ensure pupils retain ideas, develop upon them and construct a deep understanding of the wider concept and subject. When pupils are introduced to new ideas, they are relating these to what we already know: knowledge is **developed upon** and not simply added in.

Opportunities for Mastery within the Curriculum

The Mastery Learning approach to curriculum delivery:

- The Mastery Learning model forms the basis of our approach to teaching. This means spending greater time going into depth about a subject as opposed to racing through the things that all children should know. As primary schools within the South Hams Federation, it is our duty to ensure that children have an absolutely solid, concrete understanding of subject knowledge and skills as well as being emotionally resilient for secondary school.
- Teachers have the confidence to take learning at a steadier and deeper pace, ensuring that no child is left behind, as well as providing deeper and richer experiences for children who are above the national expectation for their age.
- We focus on all children achieving what is expected of their age group and not going beyond this. Evidence shows that children need to be able to understand a concept and then apply, reason and problem solve using their knowledge. Within our Federation, children will not be taught content from the year group above them, they will spend time becoming true masters of content, applying and being creative with new knowledge and skills in multiple ways.
- The principles outlined in this document form the basis for a range of policy statements. Whilst such policy may be formed and modified by the demands of circumstances, the underlying beliefs and principles have their own integrity and remain unchanged.

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Roles and responsibilities

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 target.
- 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 and disabilities (SEND).
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.

Executive Headteacher:

- Is responsible for ensuring that all Heads of Schools adhere to the policy.
- That all children have the statutory education expectation.
- Reviews and develops the curriculum with federation curriculum team leaders.
- 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 SEN.

Heads of School:

- Are responsible for ensuring that all teachers adhere to the policy.
- That all children have the statutory education expectation.
- With the Executive Headteacher, ensuring that in their school 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.
- With the Executive Headteacher, manage requests to withdraw children from curriculum subjects, where appropriate.
- With the Executive Headteacher, ensure that the school's procedures for assessment meet all legal requirements.

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The Federation Curriculum Team leaders will:

- Work with the Senior Leadership Team as part of the Curriculum Steering Group.
- Create a Federation strategic development plan to ensure a research based broad and balanced curriculum.
- Evaluate and contribute to the development of the curriculum area across the Federation.
- Support Curriculum Leaders in each of the Federation Schools to have an oversight of the curriculum area in their school.
- Ensure that children starting in the bottom 20% with SEND or who are vulnerable access a mastery curriculum.
- Lead curriculum teams to share developments through Inset meetings.

Curriculum Leader will:

- Work with the Federation curriculum team leader to develop the curriculum area.
- Provide direction for the subject in their school.
- Support and offer advice to colleagues on issues related to the subject.
- Keep up to date with new initiatives.
- Quality assure the implementation of the planned curriculum.
- Monitor pupil progress in that subject area, particularly at the end of each key stage.
- Provide efficient resource management for the subject.

Teachers will:

- implement the planned curriculum.
- scaffold learning so that all children are able to access the planned mastery curriculum.
- share information with the curriculum leader about the progress of their class.
- use assessment to inform teaching
- contextualise the curriculum to the needs of their cohort and the local area