



Chapel St Leonards Primary School

Curriculum Policy

Curriculum Vision

We are a proud part of the Community Inclusive Trust (CIT) and all that we do is underpinned fully by the fundamental purpose of CIT to *“To put learners first and prepare them for their future”*

Our school vision:

‘At Chapel St Leonards Primary School, we will nurture our children to be caring and successful learners who are well prepared for the future’

Our school motto is:

‘Caring, Successful Learners’

The school curriculum is central to achieving our school vision.

We define the curriculum as *‘All the learning which is planned or guided by the school, whether it is carried out in groups or individually, inside or outside the school’ (Kerr 1968)*

We understand that *‘Knowledge, skills and experiences that are vivid and hold significance and those that are periodically practiced stay with you’ (Brown et al 2014)*

Fundamentally our children *‘have a right to education which is well-taught, well-resourced and properly funded’ (Myatt 2018)*

School Values

Our curriculum is also heavily influenced by our school values. These are part of the ‘fabric’ of our school and run through every aspect of school life. As a school community we are committed to these values and use every available opportunity to promote them they are:

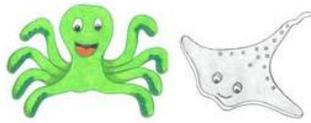
- Communication
- Organisation
- Resilience
- Ambition
- Leadership
- Safety

These are known as our CORALS values and each value is represented by a character created by a member of staff and named by our children this helps the school community relate to each value.

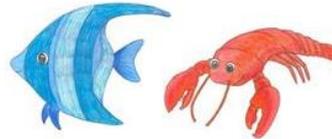
Chloe Communication



Rana Resilience



Leonard Leadership



Olive Organisation

Amery Ambition

Solomon Safety



Our school values are also used to drive our curriculum and influence our curriculum through our approaches to teaching and learning and curriculum content.

Curriculum Aims

Our curriculum aims to:

1. To give pupils the appropriate experiences to develop as caring and successful learners.

Our School Values help to shape the curriculum and bring about the aims and values of our school. They are: Communication, Organisation, Resilience, Ambition, Leadership and Safety

2. To provide a rich 'cultural capital'

Cultural capital is the essential knowledge and vocabulary that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. Our curriculum is committed to doing this.

3. To provide a coherent, structured, academic curriculum that leads to sustained mastery for all and a greater depth of understanding for those who are capable.

Our curriculum encompasses many elements to ensure this happens:

a) A clear list of the breadth of topics that will be covered as part of the National Curriculum.

b) The 'key concepts' that the children should understand that unlock the National Curriculum objectives.

c) An understanding of the context that the school is located in, in order to tailor appropriate opportunities and experiences for the children.

d) The hierarchy of skills within each key concept to track progression between phases and depth of understanding.

e) We will respond to local, national and international events to ensure the children are prepared for life beyond their time in this school.

Teaching Principles

Our curriculum is underpinned by two key drivers for raising attainment, progress and aspiration:

1. Quality First Teaching and Learning.
2. High aspirations and high-quality outcomes for all children.

Lessons and sequences of learning are planned with these principles at the heart of them.

Curriculum Design

Our curriculum takes the children on a journey to many real or imaginary places where they will become different types of learners such as scientists, historians and artists. They will learn and develop skills whilst exploring and discovering themes within each journey they are on. Our curriculum enables us to develop a broad band of knowledge and exposes children to different ways of looking at the world.

We aim to work in partnership with all members of the school community to make teaching and learning exciting and enjoyable. We support and challenge every child to achieve at the highest possible level and create a safe and secure environment where every child is happy, valued and prepared to make a positive contribution to our rapidly changing society.

Some key elements to our curriculum design are as follows:

The National Curriculum

The national curriculum is a set of subjects and standards used by [primary and secondary schools](#) so children learn the same things. It covers what subjects are taught and the standards children should reach in each subject.

Key Concepts

These capture the essence of the most important aspects of the subjects we teach. We organise our hierarchy of skills into key concepts. Key concepts ensure that the overarching aspects of the subject can be understood.

Hierarchy of Skills

The hierarchy of skills breaks down the key concepts into progressive steps to ensure that content is accessible and builds up over time.

Life in Chapel St Leonards

Our context is very unique we understand the importance of celebrating our local area, local community and making local links. We use the local area to help deliver our curriculum whether this be through our 'Beach School' or our 'Seaside' and 'Coasts' topics. We also understand the limitation of our local area so aim to enhance the children's cultural capital by exploring contrasting localities, whether this be through our Summer Term topics, trips, visits, visitors or experiences.

Responsive curriculum

Our curriculum responds to the needs of our children at an individual, class and whole school level through a deep-rooted understanding of formative assessment, research-based approaches to developing teaching and learning and CPD are used. The school responds to local, national and global events to ensure that the curriculum and associated teaching and learning meets the needs of the children in our context. Learning is inspiring and purposeful and equips children with not only the knowledge and skills to move on with their education, but also the wherewithal to flourish into

valuable citizens with sound physical and mental well-being, who are able to cope with the demands of life in the 21st century.

Chapel St Leonards Primary School Curriculum					
Communication	Organisation	Resilience	Ambition	Leadership	Safety
National Curriculum		Key Concepts		Hierarchy of Skills	
Life in Chapel St Leonards			Responsive curriculum		
Quality first teaching and learning					
High aspirations and high outcomes for all children					

Roles and Responsibilities

The Local School Board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. They will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Chapel St Leonards Primary School is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.

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

- All required elements of the curriculum, and those subjects which the school chooses to offer, 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 Local School Board.
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements.
- The Local School Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.

- The Local School 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.
- CPD for subject leaders is up to date and this is shared across the staff to ensure they are skilled to teach all subjects.

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

- Key Stage Leaders are responsible for ensuring the curriculum is implemented across their year groups and that there is also progression of skills taught between phases too.
- Subject leaders will ensure all aspects of their subject are being taught, as well as check for progression of knowledge, skills and vocabulary. They will ensure that there are appropriate and up-to-date schemes of work and subject resources available to support teachers. Subject leaders will create action plans to address areas for development and ensure that they keep their subject knowledge and expertise up to date through regular research and training. They will also conduct monitoring and scrutiny activities as part of this process.

Implementation of the Curriculum

At Chapel St Leonards Primary School our curriculum is planned to ensure all subjects are taught and have equal importance. We do however recognise that reading is the key to unlocking other curriculum subjects and therefore ensure that this is prioritised and applied throughout our curriculum.

We plan learning using overarching topics to help cover the curriculum and supplement these with quality texts to inspire discussion, support the development of reading and provide writing opportunities. There are three topics for each year group (Autumn, Spring, Summer terms). We teach all of the National Curriculum subjects throughout the whole school year. Topics have been organised across each year group to ensure that all milestones are taught and re-visited, providing the children this means our school curriculum is at least as ambitious as that set out by the National Curriculum. Where links to topics cannot be made we teach subjects discretely. We always teach Science and Maths discretely. Where there are strong links to other subjects we make links to our overarching topics. In the Autumn term the topics are driven by a historical focus, in the Spring the topics are driven by a geographical focus and in the Summer term they are driven by a country study. This does not mean we don't teach Geography in the Autumn or History in the Spring. We often make links between our English teaching and the topics that the children are learning about to ensure children are reading and writing with a purpose.

Our topics approach allows for more flexibility in the delivery of our curriculum. For example, in some weeks children may not study History but would instead focus on Geography. During other weeks, the opposite may be true, and then in some weeks there may be a balance across both the subjects. This allows for content to be repeated and re-visited at various points during the term to ensure that knowledge is transferred into long-term memory. This makes successful learners. Crucially all subjects are taught throughout the year and throughout at topic whether this be using cross curricular links or discretely. This is vital to allow our children the time to revisit and fully embed learning. We also recognise that children need to learn appropriate skills to be able access and apply their knowledge. The teachers plan and teach lessons with our school values (Communication, Organisation, Resilience, Ambition, Leadership, Safety) at the heart of what we do. An extensive range of high-quality resources are also used to underpin the curriculum.

The organisation of our curriculum ensures that teachers have a degree of flexibility in the way that they deliver and personalise learning for the children within their class. This degree of autonomy ensures that teachers can make decisions based on their ongoing assessments (of how well the children are coping with the curriculum content and what they are retaining) so that they can adjust their curriculum accordingly. It is however, still an expectation that all classes have taught all of the content outlined within our curriculum framework by the end of that academic year. Subjects such as RE, PSHE and PE are consistently delivered in a weekly or fortnightly lesson, with each subject following our whole school planning and progression frameworks.

We see the local community as so valuable to our children's learning so we thread these links into the curriculum throughout each year group. Using the outdoors as a classroom is fundamental to our values and this can be school based or with enrichment visits to other locations. Trips, activities and experts are all vital to the enhancement of the learning opportunities we offer our children.

The Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum at Foundation Stage. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document. Our school fully supports 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 term in the reception class, their teacher completes a baseline assessment and records the skills of each child. This assessment forms an important part of the future curriculum planning for each child. Throughout the EYFS curriculum we make explicit links to our 'subject hierarchies' where possible. For example, when undertaking work on 'Understanding of the world' in EYFS, activities will be planned to link with related skills set out in our Key Stage 1 Hierarchy for Science. This helps to ensure that our curriculum is progressive and that the children are able to build on their prior knowledge as they enter into Year One.

Extra-curricular activities

We try to have as many extra-curricular activities as we can, as we recognise the benefits they can have to health and well-being. Some activities take place at lunchtime, but others take place after school. Outdoor activities and outdoor and adventurous activities form part of the delivered PE curriculum. This may involve problem-solving or team-building activities in the school grounds as well as formal activities such as orienteering.

We make excellent use of coastal locality by using our 'Beach School' our trained Beach School Leader ensures that our children have many opportunities to experience this as part of their overall education. We recognise that our Beach School can benefit children in many ways including self-confidence and self-esteem, team work, motivation, skills and knowledge, and pride in, and understanding of, their local surrounding environment.

School visits are often planned to enhance the taught curriculum and are designed to excite children's interest and imagination. These may involve visits to museums or theatre or special activity days.

Impact of the Curriculum

In line with our school motto of 'Caring, Successful Learners' we want to instil in our children a love of learning and an understanding that the learning is part of a journey they are on. We want them to feel safe, to express and celebrate their learning achievements and recognise their own personal and academic growth.

How we know we are successful in this is through:

- Teacher assessment – formative – through ongoing questioning, dialogue, verbal and written feedback, informal quizzes, practical tasks, day to day work, reasoning. Summative – POP tasks (Proof of Progress), end of period of learning tests.
- Pupil Voice – pupil questionnaires, self and peer assessment, school council, learning dialogue in the classroom that encourages self-evaluation.
- Parental Feedback – parent questionnaires, parent afternoons, parent/teacher meetings, informal meetings before and after school, parent governors
- Data Analysis – internal with SLT, subject leadership, pupil progress meetings, governors, external data (SATS)
- Quality Assurance – lesson observations, drop ins, learning walks, book scrutiny, subject 'deep dives' (internal and external),
- Positive Attitudes to Learning – children engaged and inspired by their learning, posing own enquiry questions, taking initiative, co-constructing the learning pathway
- Respect – visibly demonstrated through their school environment, their work, interactions, moral responsibility, spirituality
- Participating in Community – proudly representing their school in sporting events, being a member of the School Council, intergenerational events, sports tournaments, community events and invited guests into the school.

The impact of what we do and what the children achieve cannot always be measured in data. We consider our children as individuals who will need to leave school as secondary ready, having enjoyed and embraced their learning experiences along the way.

Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

This policy will be reviewed bi annually by the Headteacher and will be approved by the Local School Board.