

Curriculum Policy

Edmund Waller Primary School



Know, Explore, Communicate

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1. Curriculum aims

At Edmund Waller, we believe that children must have the best education in order to thrive.

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Foster pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Develop pupils' metacognition so that they become lifelong learners
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Assist children to be safe at home, at school and in the community
- Promote the learning and development of our youngest children

2. 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](#).

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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](#).

3. Roles and responsibilities

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

3.2 Headteacher

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 governing board (**please see appendices for approximate teaching time allocated within the timetable**).
- 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 capabilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Subject leaders will monitor and support the implementation in their particular subjects and phase leaders will do the same for their year groups.

The role of the subject leader is to:

- Provide strategic lead and direction for the 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 area.

4. Organisation and planning

At Edmund Waller, the curriculum is defined as any activity which promotes learning. In addition to the formal requirements of the National Curriculum, we support children's personal growth and development in a variety of ways. This includes a wide range of extra-curricular activities which enrich the lives of the children and a curriculum for behaviour. It also includes a 'hidden' curriculum where children learn through a strong character education. We have high expectations for all children and ensure everyone is treated fairly and respectfully. British values and SMSC are woven through the different subject areas and highlighted in assemblies and whole school events. The teaching of RE follows the Lewisham agreed syllabus.

Three core values permeate everything we do: these values are the keystones on which the school is built.

Humanity - a culture of visible kindness where everyone is treated fairly and respectfully.

Creativity - an environment where children have the skills to think creatively, take risks, explore the world and communicate their findings with others.

Ambition - high expectations for all learners ensuring equitable access to the curriculum and other opportunities within school.

Our curriculum is broad and balanced reflecting the inter-cultural community that the school serves. Whilst meeting statutory requirements, it has been carefully crafted and adapted to suit local needs following three main drivers: **London and beyond; social justice; sustainable future**. Children begin to develop a sense of where they fit in the world as they learn about London, the UK and the rest of the world. We foster their curiosity as they journey through the school, encouraging them to be socially responsible citizens who understand not only what came before but also think positively about the future and their place in it. Through a carefully constructed curriculum, we ensure that our children develop the skills and knowledge necessary to be prepared for the demands of the 21st century.

The formal curriculum meets the requirements set out by the National Curriculum and is organised into half termly topics to ensure breadth and depth. The long term, yearly curriculum map indicates which subjects are taught and when, thus scaffolding the overall learning sequence. Children experience the full range of subjects over the academic year. So that learning is meaningful, the curriculum also enables pupils to make links and build schema. This is achieved by revisiting key principles and objectives. In order to do this our curriculum has themes which run between different subject disciplines. The themes of **empire, trade, conflict, migration, childhood, settlement, legacy** and **belief** create a secure tapestry of knowledge from which children can build their expertise. This thematic repetition encourages an emphasis on mastery – doing 'fewer things in greater depth' (Mary Myatt 2020).

Medium term plans are written to ensure sequencing and coverage of the foundation subjects: they include a broad range of knowledge forms.

Declarative – What are the key facts that children should know?

Procedural – What are the things that all children should be able to do (skills)?

Experiential – What knowledge can only be gained first hand by experiencing or doing certain activities?

Short term plans are written by the teachers on a weekly or daily basis. They may take the form of flipcharts or PowerPoints and will set out the learning intentions for the lesson. The explicit sharing of learning intentions and success criteria will be done where appropriate. (This is not always written down and can be done verbally.)

Please refer to the subject policies below for full explanation of curriculum coverage.

- SMSC and British Values
- RSHE

See our EYFS policy for information on how our early years curriculum is delivered.

5. 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:

- Higher attaining 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.

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

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through: school visits, headteacher reports; meetings and discussions with subject leaders; discussions with pupils, and data scrutiny.

Subject leaders monitor the way their subject is taught throughout the school through book scrutinies, learning walks, data analysis and conversations with staff and pupils.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the headteacher.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality information and objectives

- Pupil premium strategy
- SMSC policy
- RSHE policy

Implementation – Teaching Time Early Years

Core Subjects

	Reading	Writing	Spelling & Phonics	Maths
Frequency	Daily	Daily	Daily	Daily
Duration	40mins (10 mins whole class reading/10 mins 1-2-1 reading/ 20 mins story time)	20mins (within phonics plus additional in the moment writing within provision)	20mins (whole class plus intervention where needed)	10mins Number sense 15mins Whole class maths plus additional maths
Weekly total	2 hours 30 mins	5 hours	1 hour 15 mins	6 hours 15 mins

Implementation – Teaching Time Year 1 (25hrs)

Core Subjects

	Reading	Writing	Spelling & Phonics	Maths	Science
Frequency	Daily	4 x a week	Daily	4 x a week (5 x morning maths)	Twice a week
Duration	50mins (30 mins guided reading/ 20 mins story time- S&L and comprehension)		30mins	Morning maths- 10mins Number sense- 10 mins Maths lessons- 1h15	Science lesson- 1hr Nature school- 1hr
Weekly total	4 hours 10mins	4 hours	2 hours 30 mins	6 hours 30 mins	2hrs

Implementation - Teaching Time Year 1 (25 hours)

Foundation Subjects

	Computing	PE	Music
Frequency	Weekly	Weekly	Weekly
Duration	45 mins	1 hour	1 hour
Weekly total	45 mins	1 hour	1 hour

	Geography	History	DT	Art	PSHE	RE
Frequency	Weekly (alternate half terms)		(Weekly alternate half terms)		Fortnightly	
Duration	1 hour 15 mins		1 hour 15 mins		30 mins	
Weekly total	1 hour 15 mins		1 hour 15mins		30 mins	

Implementation – Teaching Time Year 2 (25hrs)

Core Subjects

	Reading	Writing	Spelling & Phonics	Maths	Science
Frequency	Daily	5 x week	Daily	5 x week	Twice a week
Duration	Guided Reading- 20mins Story Time- 10mins		30mins	Morning maths- 10mins Number sense- 10 mins Maths lessons- 1hr	Science lesson- 45mins
Weekly total	2 hours 30	5 hours	2 hours 30 mins	6 hours 40 mins	1.5 hrs

Implementation - Teaching Time Year 2 (25 hours)

Foundation Subjects

	Computing	PE	Music	
Frequency	Weekly	Weekly	Weekly	
Duration	45 mins	2 hours	1 hour	
Weekly total	45 mins	2 hours	1 hour	

	Geography	History	DT	Art	PSHE	RE
Frequency	Weekly (alternate half terms)		(Weekly alternate half terms)		Fortnightly	
Duration	1 hour		1 hour 15 mins		30 mins	
Weekly total	1 hour		1 hour 15mins		30 mins	

Implementation – Teaching Time KS2 (25 hours 45 mins)

Core Subjects

	Reading	Writing	Spelling & Phonics	Maths	Science
Frequency	Daily	Daily	Daily	Daily	Twice Weekly
Duration	30 mins (20 mins guided/whole class reading 10 mins story time)	1 hour	KS2 -15 mins	1 hour 15mins (including morning maths)	45 mins (including nature school)
Weekly total	2 hours 30 mins	5 hours	1 hour 15 mins	6 hours 15 mins	1 hour 30 mins

Implementation - Teaching Time KS2 (25 hours 45 mins)

Foundation Subjects

	Computing	PE	Music	Spanish
Frequency	Weekly	Twice Weekly	Weekly	Weekly
Duration	45 mins	1 hour	1 hour	30 mins
Weekly total	45 mins	2 hours	1 hour	30 mins

	Geography	History	DT	Art	PSHE	RE
Frequency	Weekly (alternate half terms)		(Weekly alternate half terms)		Fortnightly	
Duration	2 hours		2 hours		1 hour	
Weekly total	2 hours		2 hours		1 hour	