

# Rushton Primary School

## Curriculum Policy



Status	Recommended
GM Monitoring	Quality and Standards
SLT Lead	Jackie Beadsworth (Deputy Head Teacher)
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Head Teacher:	Alison Willis
Chair of Governors	Sharon Short

## Pathfinder Curriculum Statement

Pathfinder Schools exist to deliver the very best educational outcomes for every learner. Based upon a foundation of independence, we empower young people to broaden their horizons and open their minds to new opportunities.

The Pathfinder Curriculum is based on our conviction that at the heart of every Pathfinder School is the belief that life is about more than success: it's about greatness. Together we want to develop inspirational schools that instil our values of independence, humanity and collaboration in every learner, enabling them to find the greatness within them.

The Pathfinder Curriculum goes beyond the ambitions set by the National Curriculum as it caters for our pupils' development as active citizens, each with the ability to explore their own greatness whilst being prepared for external assessments. Whilst guided by the National Curriculum, it is tailored to meet the unique nature of each of our schools, and thereby supports the development of well-rounded individuals who are able to cope with life in today's dynamic society, and are well prepared for the next stage in their development. The ability to read lays the foundations for learning to take place, and as such is prioritised in all Pathfinder Schools.

### Pathfinder Values



### Ruston Primary School's Key Actions



## Curriculum Design

At Rushton Primary School, most learning is organised into thematic topics. This allows children to explore knowledge, skills and concepts from different perspectives, and it gives their learning purpose and context. For example, when learning how to use Excel to present graphical data, children will use data collected in a science lesson on the effect of exercise on heartrate. These carefully thought out connections exist throughout our curriculum and extend beyond isolated topics. For example, children in Hedgehog Class learn that the River Ise runs through the village. This knowledge is revisited in Badger Class where children learn more about the river: its source and it being a tributary of the River Nene.

Further connections are made to the school's values and actions. For example, throughout our curriculum, children learn about truly inspirational people to help them *be inspired*; they learn via our science, PE and PSHE curriculum how to *be healthy* both in body and mind and they learn how they can *be responsible* through various topics which explore humanitarian and environmental issues. Our *five actions* were developed as a staff to meet the specific needs of our pupils and are incorporated into each topic and subject.

Our curriculum is underpinned by an enjoyment of reading and a love of books, and the use of exciting and stimulating texts is a key feature across school. We ensure that we deliver a broad and balanced curriculum using appropriate resources including texts that we believe champion diversity and equality and challenge disadvantage and stereotyping.

### British Values

The Department of Education statement about British Values reads: 'We want to create and enforce a clear and rigorous expectation on all schools to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.' We embrace the promotion of these values and they are fully integrated into subjects such as PSHE, history and RE.

### Relationships Education

The statutory guidance for Relationships and Health Education for primary schools was ratified by the House of Lords on 24th April, 2019. Our curriculum has been updated to reflect these changes and is largely met through our PSHE scheme, Jigsaw. Full details of our we teach relationships education can be found within the school's Relationships and Health Education Policy.

### EYFS

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

## 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 complies with our funding agreement and articles of association.

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](#).

## **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 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 SEN policy.

## **Monitoring arrangements**

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" through the following: meetings with staff, learning walks, meetings with pupils (snack 'n' chat), discussions between named governors and subject leaders.

The senior leadership team and subject leaders monitor the curriculum and individual subject throughout the school by carrying out the following: book scrutinies, learning walks, planning scrutinies, teaching team curriculum development meetings, interviews with children.

## **Roles and responsibilities**

### **The governing body**

The governing body will monitor the effectiveness of this policy and hold the head teacher to account for its implementation.

The governing body will also ensure the following actions are adhered to:

- a robust framework is in place for setting curriculum priorities and aspirational targets;
- the 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.

## **Head teacher**

The head teacher is responsible for ensuring that the following points are adhered to:

- 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;
- 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.

## **Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy, under the guidance of the deputy head teacher.

## **Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy
- Equality information and objectives
- Relationships and health education policy