

Finstall First School

Curriculum Policy

Date policy last reviewed: 19th February
2025

Signed by:

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Headteacher

Date:

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Date:

Last updated: 10 February 2025

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Statement of intent

At Finstall First School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation. It sets out the school's aims, principles and procedures for the delivery of the curriculum at Finstall First School. It reflects the values and philosophy of Finstall First School and it gives a framework and rationale for staff, both teaching and non-teaching. This policy is intended to be used in conjunction with the schemes of work for each subject that give details about what pupils in each age group will learn.

We know that education does not begin and end at school. Much of a child's formative years are spent with a caring adult / parent. In order to achieve every child's full potential, we enter into a partnership between parents, children and teachers. We strive continually to improve the quality of education provided at our school and, to this end, this Curriculum Policy and its day to day implementation is the focus of continuous review and development.

Please note that the DfE's 'The National Curriculum in England' document has been used to inform this policy.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2023) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'

This policy operates in conjunction with the following school policies:

- Homework Policy
- Assessment Policy
- Equal Opportunities Policy Policy
- PSHE Policy (including Relationships and Health Education Policy)
- SEND Policy

2. Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers, subject leaders and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.

- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Providing strategic leadership and direction to enhance their subject, this includes the creation of a yearly action plan.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress and the quality of teaching and learning within their subject and reporting on this to the Senior Leadership Team.
- Providing efficient resource management for their subject.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

3. Curriculum Intent

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

Curriculum Intent

At this school, we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Through our curriculum, we aim to achieve our Vision Statement, "Learning Together, Preparing for Life."

At Finstall First School, we intend:

- 1) To provide a broad, balanced, relevant curriculum that meets the unique and varied needs of our pupils and enables all children to attain and achieve well in all subject areas in the National Curriculum
- 2) To enable all children to read well as Reading is at the heart of learning
- 3) To prepare children for life by developing children's character – helping them to become more independent, organised, confident and resilient; to be good communicators, creative and able to solve problems; to be respectful, aware of differences, appreciative and reflective; to know how to keep themselves physically and mentally well and how to stay safe from a variety of risks.

Our curriculum includes not only what is taught in lessons, but also what is taught through School Assemblies, the various extra-curricular activities that are organised in order to enrich the children's experience as well as what the children learn from the way they are treated and how they are expected to behave. Our curriculum also includes all the planned activities that we organise in order to promote learning and that enable personal growth and development. We want children to grow into positive, confident, independent, responsible people who can work and co-operate with others while, at the same time, developing the knowledge and skills that will enable them to achieve their full potential. Accordingly, Finstall First School provides an educational environment which is caring, friendly, well-structured, positive and academically challenging to each individual pupil.

The main purpose of our Curriculum is to prepare children for life and to help them to learn.

"Learning can be defined as an alteration in long-term memory. If nothing has altered in long-term memory, nothing has been learned. In order to develop understanding, pupils connect new knowledge with existing knowledge. Pupils also need to develop fluency and unconsciously apply their knowledge and skills. This must not be reduced to, or confused with, simply memorising facts." (Ofsted School Inspection Handbook, November 2019)

We acknowledge that, particularly in the early years of a child's School life, a strong focus must be placed on teaching children to read. "If pupils are not able to read to an age-

appropriate level and fluency, they will be incapable of accessing the rest of the curriculum, and they will rapidly fall behind their peers” (“Ofsted Inspection Handbook” November 2019).

Curriculum Implementation

Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, described in more detail in Section 5. In summary, our Curriculum is implemented with regard to the following key principles:

- 1) Teaching children to read is a very high priority.
- 2) Teaching and learning should be progressive and well sequenced.
- 3) Children should be taught the discrete subject areas but, where appropriate, topics / themes should be linked to make learning relevant for pupils and so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life.
- 4) Learning is reinforced and consolidated through regular opportunities for re-capping what they have been taught already
- 5) Ensuring that the curriculum is enriched by purposeful, relevant additional activities that bring learning to life and are engaging, enjoyable and memorable for pupils e.g. Trips, events, productions, etc.
- 6) Curriculum is delivered by adults who develop strong, caring relationships with and between pupils

Children will usually be taught as a whole class but classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

A full list of the subjects available to our pupils can be found in [section 7](#) of this policy.

Curriculum Impact

We expect that the impact of our curriculum will be that our pupils achieve high quality outcomes – the children will know more, remember more and be able to do more, as shown by:

- Our pupils’ high level of performance when compared with other children in Nationally recognised assessments
- High quality outcomes across all year groups in all subjects
- Our pupils become confident, independent learners when they leave School, who are well prepared for life in Modern Britain and they continue to do well in the next stage of their education

4. School ethos and aims

We continually strive to achieve our Vision Statement, “Learning Together, Preparing for Life,” by aiming

- To provide a broad, balanced, relevant curriculum that meets the unique and varied needs of our pupils and enables all children to attain and achieve well in all subject areas in the National Curriculum.
- To enable all children to read well as Reading is at the heart of learning.
- To prepare children for life by developing their character – helping them to become more independent, organised, confident and resilient; to be good communicators, creative and able to solve problems; to be respectful, aware of differences, appreciative and reflective; to know how to keep themselves physically and mentally well and how to stay healthy and safe from a variety of risks.
- To recognise, accommodate and support the needs of all individuals.
- To provide a positive, safe and happy learning environment in which everyone is inspired and empowered to achieve the highest standard of which they are capable in all aspects of their life.
- To help everyone to make appropriate choices through praise, encouragement and by leading through example.
- To treat everyone with respect, encourage self-respect, listen to and value everybody’s opinions, contributions and ideas.
- To continually develop effective partnerships with parents and the wider community.
- To ensure that effective leadership and management enables us to continually improve all aspects of our school through systematic, rigorous self-evaluation.
- To make school fun for everybody.

By striving to achieve our aims, we hope to realise our Vision.

Through the aims outlined above, pupils will benefit by:

- Developing the key skills and abilities, particularly in Reading but also in Writing and Maths, to enable them to achieve well in all areas of the National Curriculum
- Becoming more independent and able to organise themselves
- Becoming more self-confident, resilient and determined to succeed and less worried about getting things wrong so they are willing to “have a go” and take risks with their learning
- Learning how to be healthy, both physically and mentally, and understand why this is so important and how it can be achieved
- Learning how to keep themselves safe from a variety of risks and dangers
- Becoming responsible individuals, good communicators, with effective social skills, and being kind, caring and empathetic
- Becoming more creative and able to think, solve problems and reflect
- Learning about people and children who are different to them
- Learning how to cooperate with their peers and respect one another inside and outside the classroom
- Respecting and appreciating what they have and understanding that many people are much less fortunate
- Being well-prepared for the next stage of their education and for life in the modern world.

5. Organisation and planning

The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

All children will receive a morning break of 15 minutes, a Lunch break and children in Years 1 and 2 will receive a 15-minute afternoon break.

In general, lessons will be separated into three core stages:

- **Introduction to the topic and thinking time** – this is the time where lesson objectives will be set.
- **A main teaching event** – this will vary day-to-day based on the teacher's plan.
- **Plenary** – this will summarise what pupils have learnt in the lesson and will usually address what will be covered in the next lesson.

Our curriculum is designed for all children. Our pupils will learn through:

- effective teaching and learning activities
- different kinds of questions - to engage pupils and prompt them to apply their knowledge to different examples, e.g. using 'why' and 'how' questions
- discussions around topics so pupils can learn from their peers and learn how to hold conversations with others
- structured debates to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs
- practical first-hand experience (including Educational Visits and Visiting speakers and animateurs)
- assessments, more regularly of component parts rather than composite tests, to test pupils' knowledge, check for understanding during a lesson and to consolidate learning
- formal assessments, carried out no more than twice / year
- role playing and acting to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way
- written and spoken tasks to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions
- the example of those around them
- practice and reinforcement, including opportunities for retrieval
- the use of books, artefacts and other sources
- the use of technology such as the internet
- their own independent study
- the shared values of home, community and school

Teachers will plan lessons which are challenging for all pupils but will have due consideration for pupils who require additional help and support. As children learn best when they are happy and secure, wherever possible we believe learning should be fun!

Disadvantaged pupils and those with SEND and EAL will receive additional support and the scaffolding or differentiating of learning content. This will be based on the knowledge of the child and an assessment of their current needs at that point in time for the subject they are

in. There may, on occasions, be a need to consult with parents and, with their agreement, further advice may be sought from outside agencies such as Educational Psychologists, the Learning Support Team, Speech and Language specialists, etc. We employ a Speech and Language therapist to work with children for one morning / week throughout the year.

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help or further extension. will also be used to support those with behavioural needs in the classroom.

Planning will be used to identify any possible difficulties within the curriculum and will clearly show how any barriers to learning – especially for individual pupils – can be overcome.

Homework will be challenging and will help to consolidate pupils' knowledge and understanding of concepts covered within lessons.

Homework will be set on a weekly basis in accordance with the school's Homework Policy.

Classrooms will be organised so that pupils have full access to resources and equipment. By thoughtful display of the children's work and by placing emphasis on the quality of the learning environment, we aim to provide bright and stimulating surroundings in which developing minds can grow. We work to maintain a feeling of security and trust within our school. We encourage a shared responsibility and a sense of community by sharing our work and achievements in assemblies and working together to develop and care for the school environment.

As the children progress through the school, so greater demands are made of them in terms of their responsibility for organising themselves and the depth and variety of tasks set.

6. Remote learning

Attendance at school is mandatory for all pupils; however, there may be circumstances where in-person attendance is either not possible or contrary to government guidance.

The school's Remote Education Policy sets out how education will be delivered if pupils cannot attend school in person.

7. Subjects covered

The school will have due regard to the national curriculum at all times throughout the academic year.

EYFS

The school will have due regard for the '**Statutory framework for the early years foundation stage**'. At this stage, more emphasis is placed on child-initiated learning with staff providing rigorous guidance to encourage and further extend the children's learning, more often through their play. During the course of this first year in school, the children focus on the following areas of learning:

- Communication and language
- Personal, social and emotional development
- Physical development
- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

EYFS Curriculum Design

- There is whole class teaching of Maths each day and an adult led focus session for Maths for every child each week – this is taught one to one or in small groups.
- There is a daily adult led focus in phonics, after which the children complete phonics booklets, adult support is given until the time when they are confident to complete it independently.
- After October half term, once the children have a good phonic knowledge, written focus tasks are set and children are expected to complete at least 3 writing focus activities per half term e.g. story writing, instructions, etc. Written work is a combination of transcription and composition. Continuous provision is planned on a weekly basis, with the opportunity to change activities after 2-3 days if appropriate. The continuous provision provides children with the opportunity to access the full breadth of areas from the EYFS curriculum. In addition, enhanced provision is put out for phonics, writing and maths.
- Some of the activities set up for continuous provision are designed to support the adult led learning in both English and Maths and children are encouraged to visit these activities by making them “Rocket Jobs,” Children are expected to complete such “Jobs” in return for movement up the Zone Board once they are completed. Some rocket jobs also promote other areas of the curriculum in order to entice children to practise different skills such as craft and construction.
- Further Focus activities may also be used to cover other areas of the curriculum should gaps in learning be identified for different groups of children or because the task requires additional support – e.g. making clay diva lamps.
- Children in the EYFS do not have morning or afternoon play-time. Children can access the toilet and can have their snack during continuous provision in both the morning and afternoon sessions. Children are encouraged to develop their independence through this process.
- On entry to the class room in the morning, the children start a set activity. In September we start with Dough Disco, this then moves on to name writing on laminated cards, this then moves on to practising letter formation and finally we then move to written tasks such as writing cvc words, then simple captions, then sentences. By the Summer term, this becomes a “Daily Writing task.” This involves writing several sentences using capital letters and full stops.
- Through discussion, at the beginning of each topic, children have a say with regard to what they would specifically like to learn about within that topic and are encouraged to bring in resources from home to share to promote the topic.
- EYFS staff strive to obtain an appropriate balance of child-initiated play and adult led teaching, whilst ensuring that children are always able to access the full breadth of areas within the EYFS curriculum through continuous provision, set up in zoned areas.
- Children are encouraged to cooperate and collaborate and to take responsibility for their own learning – e.g. putting their work in the finished work box when completed, completing all ‘Rocket jobs’ set that day.
- Children are encouraged to make good choices with regard to how they behave and treat each other so that they learn to respect each other and each other’s property.

- The environment provided in each class and in the outside classroom is extremely stimulating and gives the children access to rich, varied and imaginative experiences, which help them to make progress towards and beyond the ELGs. In addition, an extension classroom provides an appropriate environment for more focused learning, supported by adults.
- Children access the Outside classroom, usually through free choice. If the door is open, they can go outside and an appropriate number of adults move outside with them depending on the number of children outside. Sometimes, we may need to limit the number outside – we do this through the use of colour teams and give each team the same amount of time.
- During the Summer term, as many of our children are particularly able and ready, our EYFS classrooms start to become a little more like Year 1 classrooms. This helps to prepare our children for the curriculum and experiences that they will face in Year 1.

Assessment in the EYFS

- A very thorough provisional baseline assessment, concentrating on English and Maths skills, is completed within 3 weeks of children starting School. EYFS staff meet with parents to discuss this so that parents get the opportunity to contribute to this initial assessment.
- In addition, the Statutory Baseline Assessment is also completed.
- Through our Seesaw Learning Platform, parents receive regular information about what their child has achieved / is working on within the curriculum.
- In January, prior to parents' consultations, Class Teachers provide parents with a focused summary sheet, showing clearly and succinctly, some of the children's recent achievements and the areas where parental support would benefit the children.
- At the end of the year, parents are provided with a full end of EYFS assessment report. Thus, parents are kept very well informed about their children's progress.
- Parents are encouraged to support their children's learning and development at home although most of our parents are already very proactive in relation to this area.
- All adults working in EYFS contribute to the assessment process. We use "Point In Time Assessments" (PITAs) to check on children's progress and attainment. Target Tracker is also populated, on an ongoing basis, to record what children can do, which helps us identify gaps in the children's knowledge and we use gap analysis to carry out short interventions with children as appropriate. We only encourage staff to make notes, type on I-pads or take photos for evidence if it is something out of the ordinary – we remark on the remarkable! Staff are encouraged to take part in back and forth conversations with children in order to extend their vocabulary. Planning is clear and thorough and is informed by the assessment information gathered on the Target Tracker system.

Years 1 - 4

From Year 1 onwards, the school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- RE (following a locally agreed syllabus provided by the Worcestershire Diocesan Board of Education)
- Relationships and health education* (See below)

The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- Computing
- Design and technology
- Languages (at KS2)
- Geography
- History
- Music
- PE
- Sex education

* Personal, Social and Health Education (including Relationships and Health Education, which incorporates Sex Education at an age-appropriate level) is also taught in each year group, throughout each year, following the Jigsaw Scheme – the mindful approach to PSHE. All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

Details of what is included in the curriculum for each subject can be found in on the subject-specific pages of the School's website.

8. Spiritual, Moral, Social and Cultural development, British Values and Protective behaviours

At Finstall First School, SMSC and British Values are taught throughout the curriculum, in PSHE and in our Assembly time. The school supports the right of all to freedom from discrimination and commits itself to a comprehensive policy of equal opportunity. The fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs are at the heart of this policy and of the School's ethos. Children are introduced to DR TIM as a way of identifying the key elements of the fundamental British Values.

It is part of the schools' ethos to respect and value each person as an individual human being, each with their own gifts and challenges. The school recognises the 9 protected characteristics as detailed in the Equality Act 2010 and is opposed to all forms of discrimination both direct and indirect against any person or group of people on the grounds of race, sex, gender reassignment, religion or belief (including lack of belief), disability, age, marriage / civil partnership, pregnancy / maternity and sexual orientation.

The children are also taught, at an age appropriate level, about how they can protect themselves from a variety of risks. These range from simple dangers that they might come across in Forest School in Year R to extremism and radicalisation.

Spiritual, Moral, Social and Cultural development, British Values and Protective behaviours (at an age-appropriate level) are taught in all year groups, through School Assemblies and also, more discretely, within our Personal, Social and Health Education lessons.

9. Extra-curricular activities and enrichment

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Children in Years 3 and 4 have the opportunity to receive additional Instrumental Music Tuition - Keyboard, Guitar, Violin, Clarinet

Extra-curricular clubs include the following:

- Football
- Dance
- Irish Dancing
- Tag Rugby
- Hockey
- Cricket
- Bell-boating
- Tennis
- Gymnastics
- Multi-skills
- Tri Golf
- Minecraft
- Art

During the course of each year we also arrange visits into School from numerous individuals, groups and organisations, who help our curriculum to be memorable and exciting for our children. These are used to reinforce and enrich the topics that our children are studying. Children also have the opportunity to visit places of worship which may be done virtually or through an off-site visit.

Each year group also visits a theatre to watch a pantomime or a similar type of performance.

In addition, we hold an Arts Week in the Autumn Term and a Sports Week in the Summer term, during which the children get to work with a host of artists. In addition, children are given the opportunity to participate in a range of different and alternative sports.

10. Reporting and assessment

Informal assessments and short tests of component parts will be used on an ongoing basis to inform Teacher Assessment so that we can measure pupil progress, which is recorded on "Target Tracker." Regular checks for understanding are conducted within lessons as well as a range of assessment for learning and assessment as learning strategies. These support the planning process or lesson content and allow work and questioning to be scaffolded or adjusted based on the assessment. In addition, formative assessments are used to inform future planning and target setting. Parents are kept informed of their children's progress through annual reports, provided at the end of the year, and through a Parents' Consultation held early in the Spring Term.

Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents.

Special arrangements will be made for pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the school's Assessment, Recording and Reporting Policy.

11. Equal opportunities

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Equal Opportunities Policy at all times when planning and implementing the curriculum.

12. Supporting pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will not be discriminated against in any way and we will do our utmost to ensure that they have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENCO. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

13. Monitoring and review

This policy is reviewed annually by the headteacher and the governing board.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is February 2026.

Governor responsible: Katie Coleby