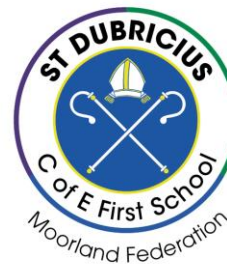
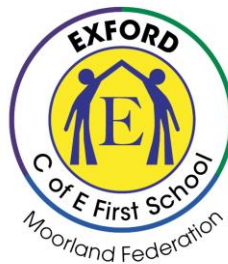
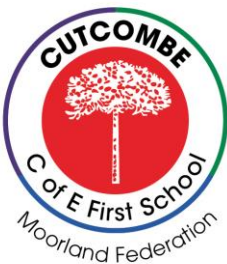




Curriculum Policy

NPHILP & SLT



Contents

1. Curriculum aims	1
2. Legislation and guidance	3
3. Roles and responsibilities	3
4. Organisation and planning	4
5. Inclusion	6
6. Monitoring arrangements	6
7. Links with other policies	7

1. Curriculum aims

Preamble for our Curriculum Aims in entirety:

Our curriculum intent is built upon the ethos which is at the heart of our schools, *valuing each individual child and an unwavering commitment to aiding them in discovering their element*. We know the research into mental health and wellbeing shows that when humans feel positive about their achievements and are able to excel they are at their happiest as well as their most productive, subsequently their own passions, motivation and commitments enable them to exceed all expectations both external and internal. We want for each of our pupils to have this experience to both enrich and enhance their own learning resulting in exceptional progress, but also to support their mental wellbeing. *An enriched learning experience feeds not only the mind but the spirit, it develops curiosity, problem solving, resilience in the independent individual but it also encourages collaboration*. Creating a holistic learning experience where everyone can succeed.

As a result, *we are always seeking ways in which we can enrich every learning experience*. This means ensuring we offer a rich and diverse programme, *make excellent use of workshops, resources, trips and visits to enhance all aspects of our curriculum, including investing in our outdoor curriculum activities making excellent use of our local heritage and local landscape*. We have extended this commitment to developing our pupils as leaders, and *engaging them in topics that mean the most to them, which is why we fully support the eco schools curriculum* and utilise our pupils in helping to devise and create their own learning experiences. Our curriculum is enriched with opportunities to light life-long fires of excitement for every child.

The curriculum we view in the same manner we view the role of education, in a holistic manner intrinsically linked to *educate every child on all matters: academic, social, moral, health, spiritual, citizenship, values & ethics; developing a sense of worth and belonging in our school community that ensures our pupils are cohesive, positive and kind members of society*.

Our staff celebrate *our child orientated approach and encourage learning through play, real experience and social interaction*; these bright young minds never fail to surprise us in their innate ability to reason, question, resolve and learn. We are committed to ensuring we provide them with the tools, content, and challenge that secures their life-long love of learning.

We recognise that each aspect of our curriculum develops different attributes and offers unique learning experiences alongside there being multiple opportunities for linked learning opportunities which we make good use of in our planning. Although *we do follow the EYFS and National Curriculum we also deliver these in a manner which goes beyond the subject content to look at the skill development and the learning habits each subject area can lend itself to*. We want our children to view themselves as natural historians, scientists, historians, detectives, mathematicians, writers, authors, journalists, artists, politicians, socialists, philosophers, leaders and many more. Growth mindset and metacognitive development features in our delivery of our curriculum, from our groupings and feedback policy to our display and assemblies. It is important to us our pupils embrace the 'power of yet' and to lead their own progress as learners.

Founding Principles and Drivers for Our Curriculum Aims:

To our pupils our promise: The story of every one of you will be unique, special and wonderful.

1. **'In your element...'** you excel, you thrive, and you have fun. Find your element, try new things, explore, be playful, have **hope and courage** for your bright future.
2. **'In your hands...'** is your own success, your independence, your own challenges, your own responsibilities. Grasp each opportunity with both hands, have **courage** and make the most of each learning experience.
3. **'In your mind...'** is your learning, your creativity, your memory, your motivation, your problem solving, your growth mindset. Know the power of your own 'yet,' have **hope**, aspiration and believe in yourself.
4. **'In your heart...'** is your love, **kindness and compassion** for yourself, for others, for the world. Be **open** to difference, to experience, to equity and equality; act with **integrity** and care.
5. **'In your community...'** you belong, you are valued, you have faith and you can play an active part. You are a global citizen. Have **hope and the courage** to be the change you want to see in the world.

Developing our curriculum on these founding principles to drive forward improvement:

- ⇒ In your element – means we create a rich and memorable curriculum. We seek opportunities for our pupils to have a vast array of experiences and opportunities because we want them to find 'their element.'
- ⇒ In your hands – means we encourage our pupils' independence, resilience and courage to take on challenges for themselves, with a commitment for pupils to enjoy learning within the environment. We value their voice in their learning and want them to lead their own pathway to success.
- ⇒ In your mind - means we actively teach pupils growth mindset, and metacognitive strategies. We want our pupils to understand how to learn so they are empowered to take control of their progress.
- ⇒ In your heart – means we value the development of the whole child. Their spiritual, social, emotional and cultural development are of the utmost importance to us.
- ⇒ In your community – means we look at wider concepts and issues for society with our pupils. We want for them to have cultural capital and to 'live a good life.'

Practical Aims and Expectations:

- ✓ 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
- ✓ Support 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
- ✓ 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
- ✓ Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

2. Legislation and guidance

Maintained Schools:

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](#).

Early Years:

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 Executive 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

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 Executive Headteacher

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

All required elements of the curriculum, and those subjects which the Moorland schools choose to offer, have aims and objectives which reflect the aims of the schools 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

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 SEND

3.3 Other staff and stakeholders

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Each Head of School will ensure they lead the quality of the development of their curriculum and the quality of point of delivery, ensuring a high standard of teaching and learning and the quality of education.

Our Moorland Federation operates a responsibility structure for the curriculum development, design and implementation as follows:

- Executive Headteacher overall responsibility.
- Head of School responsibility for the design and implementation of the whole curriculum within their school and any contributions with collaborative working practices of cross federated approaches.
- Federation Curriculum Core Champions have responsibility for the development and direction for their subject area across the federation, coordinating aspects of shared best practice, ultimately seeking ways in which to work both internally and externally to share continuing professional development to ensure the point of delivery for the pupils is of a high quality.
- Federation Curriculum Champions have responsibility for attending and supplementing their own professional development in their subject area and sharing this with Subject Leaders, either through collaborative events, CPD and or curriculum review.
- Subject Leaders are responsible for the curriculum design and delivery of their subject within their school. They can access their own CPD and or work with their Federation Champion to ensure the quality of point of delivery for the pupils is high.
- Teachers have responsibility to deliver the whole curriculum as designed, to contribute through their own planning, staff planning sessions and CPD, INSET and participation in subject reviews.
- SENDCOs contribute to curriculum design to ensure it is inclusive and where adaptations are needed this is with full consultation and review.
- LSAs have responsibility for supporting the pupils access to the curriculum and working with SENDCOs and teachers to provide the correct provision to enable all pupils to progress.
- Parents and Carers support the curriculum through home learning, attending parents evenings/meetings/ reviews/ SEND reviews-annual reviews. Parents may also participate when appropriate in curriculum events or working parties.
- Pupils support the curriculum by committing to their learning. Pupils may also participate in pupil parliament and leadership groups to lead learning.

4. Organisation and planning

Our schools adopt the National Curriculum & EYFS and coverage. We also commit to the following:

- ✓ Commitment to outdoor learning experiences
- ✓ Commitment to actively teaching growth mindset practices and metacognitive approaches
- ✓ Commitment to securing Cultural Capital and recognising the wonder on our local doorstep for learning opportunities but also the limitations our area may present and seeking ways to allow our pupils rich and diverse experiences
- ✓ Commitment to diversity within the curriculum
- ✓ Commitment to pupils as leaders of learning

- ✓ Commitment to providing time for pupils to learn about mindfulness and wellbeing

Linked Reading supporting the Curriculum development:

Not an exclusive list but as a starting point for our curriculum leaders and deliverers:

- Mary Myatt & John Tomsett
- Guy Claxton & Becky Carlson
- Ken Robinson
- Andrew Curran
- Rosenshine – Tom Sherrington
- John Hattie & Gregory Yates

And other linked reading: Brene Brown, Paul Dix, Hywel Roberts & Debra Kidd, Joshua Foer, Jonathon Lear.

Design and Looking outward:

We have a clarity over the design and review the curriculum plans with a 'why this, why now' approach to considering the best method to build knowledge and skills for our pupils.

We work with external consultants and national hubs for curriculum design such as Boolean and Mastery and NCETM for maths, ReadWriteInk and Little Wandle for Phonics, 2 literacy Hubs- North Somerset and Devon. We work with GeTech on our ICT strategy and are investing in Lego Education.

In order to utilise some of the best resources and CPD we are members of:

- Ogden Science Trust
- Purple Mash and SCC provision
- Jigsaw and Coram for PSHE and RSHE (including aspects of SEAL for Dunster)
- Historical Association
- Geographical Association
- Primary Languages network
- Sport England
- Primary Music Network & SingUp
- Other resources and subscriptions are available
- National College membership
- National Online Safety membership
- NACE membership (National Association for Able Children in Education)

Please see linked policies for subjects such as RSHE and EYFS

Our Intent planning includes the following:

- Foundation: Drivers and Principles
- Foundation: Overview for each subject on Intent/ Implementation and Impact
- Long Term: Detailed curriculum long term plan (where rotation for mixed age- two year rotation evident)
- Medium and Long Term Year by Year and Term by Term Planning with assessment
- Short term: Teachers own planning including use of Knowledge Organisers & assessment/ quizzes

5. Inclusion

The following is based on the [National Curriculum inclusion statement](#).

We are proud of our inclusive ethos and our high aspirations for every pupil.

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 Special Educational Needs and Disability (SEND)
- ✓ 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

Everyone has a responsibility to the quality of education in the same manner everyone is responsible for safeguarding and everyone is a teacher of SEND. Therefore, all our teams will be involved in some manner of taking responsibility for monitoring the impact of the curriculum.

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Termly Subject Reviews on a cycle (this includes meetings with the student parliament of that school and a pupil work share)
- Executive headteacher reports and summaries

Monitoring the Quality of Planning (Intent) and delivery (implementation & Impact):

- Executive Headteacher – through school visits (includes pupil parliaments), subject reviews, pupil progress, and school reviews (supported by SIP team)
- Heads of School- through subject monitoring, pupil progress, CPD, and pupil parliaments.

Monitoring the way the subject is planned (Intent) & taught (Implementation):

- Federation Curriculum Core Champions- through planning reviews and collaborative moderation, includes checking of impact of dissemination of CPD
- Federation Curriculum Champions- through planning reviews, collaborative events, and includes checking of impact of dissemination of CPD
- Subject Leaders- through learning walks, moderation, CPD, book scrutiny and pupil parliaments and pupil progress feedback meeting with Heads of School where necessary

Monitoring inclusion (Intent, implementation and impact)

- SENDCOs (with and as part of SLT)- through SEND reviews, observations, learning walks, annual reviews and pupil progress monitoring

Monitoring the quality of planning and delivery (intent, implementation and impact)

Teachers and LSAs- through the use of collaborative CPD, assessment including quizzing and knowledge organisers, moderation and internal progress monitoring.

Lunchtime, Site and Admin teams- responsible for the quality of dialogue with pupils at all times and the provision provided during times in their care: such as quality of games provided at breaktimes, and the quality of discussion with pupils to enhance and not miss a learning opportunity, such as through management of restorative justice, and/or a conversation about healthy eating. All the adults in a school are seen by pupils as trusted adults and their views and interactions count and matter, learning does not stop and end in our classrooms. We recognise that and value these staff for the additional learning they provide.

Resources:

While some resources may still be stored in paper form, the new Google Platform and Google Workspace has a designated curriculum area for shared resources and development of the curriculum across the federation. Access is set up specifically to allow participants/staff/governors at differencing levels to either view or edit/ amend/ add documents to various sections.

This includes a space for Wellbeing resources for the teaching of mindfulness.

Policy Review timetable:

This policy will be reviewed annually by the Executive headteacher and our Heads of School. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- RSHE Policy
- Feedback & Assessment policy
- SEND policy and information report
- Equality information and objectives
- Relevant Subject Policies