



# Curriculum Policy

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## Statement of intent: **Aspire, Achieve, Thrive**

At Colham Manor Primary School we pride ourselves on being a happy, caring and inclusive school where everyone matters. Our mission is to inspire children to **aspire** to **achieve** more than they ever believed possible. We want every member of our school community to be both supported and challenged to achieve well and be the very best they can be.

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.

Through our high-quality learning experiences and curriculum, we look to educate the whole child so that they are able to **thrive** in a rapidly changing world. We believe that team work, collaboration and community spirit are vital ingredients to any success. We believe strongly in the team around each individual child; with parents, the school and other organisations all working together.

Equality is core to our school's ethos and our values are reflected in everything that we do.

Our school values teach us all to be:

**Respectful**

**Enthusiastic**

**Ambitious**

**Courageous**

**Healthy**

which enable us to **REACH** for the stars!

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

## 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:

- Home Learning Policy
- PiXL Assessment for Learning Policy
- Equality, Diversity and Cohesion Policy
- PSHE and RSE Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Learning Environments 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 and Achievement' 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 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 SLT and subject leaders.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENDCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENDCO and support staff 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 SENDCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher and SLT.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within their area of responsibility and reporting on this to the headteacher and members of the SLT.
- Providing efficient resource management for their area of responsibility.
- 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 SENDCO 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 Colham Manor, we believe that innovation and inspiration are central to classroom practice. When pupils are engaged and inspired by exciting learning opportunities, learning is deep and motivation is high. We have designed our innovative, forward-thinking and highly relevant curriculum with pupils' learning at the centre. Our curriculum is devoted to providing pupils with a broad and deep level of learning, developing fully rounded individuals, fuelling creativity and resulting in positive change in this fast-changing and inter-dependent world.

Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to develop a culture where opportunities and experiences through the school and extended school are designed to enable pupils to experience success and build self-esteem within real-life contexts. This, in turn, will develop children's innate curiosity for learning and will enable them to be resilient citizens of modern Britain.

Our curriculum will be delivered in accordance with the Equality Act 2010.

#### We intend to:

- Develop values for life, enabling all pupils to **respect** themselves and others
- Support pupils' spiritual, moral, social and cultural development, equipping them with the knowledge and cultural capital they need to succeed in life
- Develop children's understanding of what it means to be part of a community and how they can make a difference
- Support pupils' physical development and responsibility for their own **health**, and enable them to be active
- Ensure equal access to learning for all pupils, with high academic **ambition** for every pupil and appropriate levels of challenge and support
- Promote a positive attitude towards learning
- Provide an inspiring, creative and progressive curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills, future learning and employment

- Provide outstanding teaching and learning experiences which develop compassionate, confident and resilient learners

**Educational visits, visitors and experiences:** These should be planned to support learning within the classroom. They are an integral part of inspiring and engaging learning and can offer unique and memorable learning opportunities across the curriculum.

We expect at least one visit, visitor or experience to be planned per term. Staff will be mindful of costs to parents/carers and will ensure that all children have the same fair access.

#### 4. School ethos and aims

The overall aims of the curriculum are to:

- Enable all pupils to understand that they all **achieve** success as learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own **aspirations** and personal interests and develop a positive attitude towards learning, so that they are **enthusiastic** about coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enthuse pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a **healthy** lifestyle.
- Teach pupils to understand their place in the worldwide community, so that they understand their own worth and the worth of others, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be **ambitious** in becoming positive citizens in society who can become agents of change, exploring and championing global causes
- Fulfil all the requirements of the national curriculum and the Hillingdon agreed syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have **respect** for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Encourage pupils to experience playing a musical instrument.
- Teach pupils about the importance of forming **healthy** relationships with friends, family and peers.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, **healthy** and fulfilling lives.

- Having **courage** and understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and being prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- **Achieving** to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging and **thriving** within the school and its community.
- Learning how to cooperate with their peers and **respect** one another inside and outside the classroom.

## 5. Organisation and planning

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

Each school day will be split into morning and afternoon sessions and pupils will receive one morning, one lunch and one afternoon break.

Lessons will use a range of teaching strategies to appeal to different learning types, e.g. visual, audio and kinaesthetic.

These teaching and learning strategies include:

STRATEGY	EXPLANATION
<b>Corrective teaching</b>	When a child has not met the learning intention, there is rapid support so that they are able to continue on the learning journey the following day. This will usually take place in the afternoon – and always before the next session
<b>Pre-teaching</b>	Pre-teaching benefits pupils who are likely to find a concept difficult to grasp. In pre-teaching, an adult will work with a small group to remind them of the basic skills or vocabulary they need to access the concept and start to introduce it before the lesson is taught to the class. This means that when these pupils are taught the new concept in a lesson introduction with the whole class, they are able to approach the concept with confidence and can access the learning intention with their peers
<b>Work watch</b>	Children who have not made sufficient progress are identified quickly. Their work is scrutinised daily with the class teacher. Discussions are had with the child on successes and next steps. Monitoring should ensure continual improvements in learning
<b>Effective feedback</b>	Feedback can have the greatest impact on learning. When feedback is delivered within the lesson, or very soon afterwards, children make much more rapid progress. Corrective reviews can be used to support teachers with workload and ensure that feedback is specific and timely, having the biggest impact on learning. There are a range of feedback techniques that fit into this.
<b>Use of Working Walls</b>	All classrooms should include working walls including essential prompts. These displays allow the children to access support independently. Learning walls will evolve as the learning journey progresses and will reflect current learning.

<b>Summative assessment and tracking</b>	Teachers use outcomes of summative assessment to inform future planning and teach to the gaps. Where teachers assess rigorously and effectively, they are able to identify gaps in children’s learning. This can be done through using the PiXL assessments, pupil data, QLAs and core team meetings. Teachers must track and monitor their pupils from their starting points and all teachers should be aware of their pupils’ prior attainment.
<b>Effective planning</b>	Effective planning requires time and strategy. Where planning is highly effective, teachers have excellent subject and curriculum knowledge and ensure that pupils access the curriculum at an appropriate pace. Planning must be related to where the children have to be at the end of each year and then the planning should work backwards to enable this to happen. Planning should be responsive to the children’s needs, but the pace of learning should not slow if some children do not fully meet the learning intention. In this instance, effective interventions should be implemented. In order to achieve rapid progress, high levels of challenge are evident in planning.
<b>Parents as partners</b>	Parents’ meetings should be conducted as structured conversations focused on pupil outcomes. Personalized home learning should be offered to children who need extra support.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.

Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.

A full list of subjects covered in school can be found in [section 7](#) of this policy.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with support staff and access to specialist resources and equipment where required.

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities. More information can be found in our Learning Environments Policy.

## 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.

The school will have due regard for the 'Statutory framework for the early years foundation stage'.

The school will ensure every pupil has access to the following subjects:

- English
- Maths
- Science
- Religious Education (RE)
- Personal, Social Health and Economic education & Relationships and sex education (PSHE and RSE)
- Art and design
- Computing
- Design and technology
- Spanish (at KS2)
- Geography
- History
- Music
- PE

Details of what is included in the curriculum for each subject can be found in a specific curriculum policy for that subject. All of these policies are accessible via the [school website](#).

## **8. PSHE**

Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.

All provisions made regarding PSHE lessons will be made in line with the school's PSHE and RSE Policy.

## **9. Reporting and assessment**

Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.

Homework will be set in accordance with the school's Homework Policy.

Formal assessments will be carried out termly to measure pupil progress and informally as part of daily practice. The results of the assessments will be used to inform future planning and target setting. Results of informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents.

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

Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.

Special measures will be given to 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 PiXL Assessment for Learning Policy.

## **10. 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 Pupil Equality, Equity, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

## **11. 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 they will have full access to the curriculum.

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

## **12. Extra-curricular activities**

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

Extra-curricular visits and activities occur outside school hours and can include overnight stays both in the UK and abroad.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

All extra-curricular activities and trips will be planned and executed in accordance with the school's Extended Services Policy.

## **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 January 2027.