



## **Jarrow Cross C of E Primary School**

### **Curriculum Policy**

**This policy should be read alongside the Assessment Policy and Teaching and Learning Policy.**

**After each revision the policy is circulated to all Governors, school staff and displayed in the staff room and on the school website.**

**Presented to Governors in September 2023**

**The policy is to be reviewed by the Governing Board in: 2026**

## **School Mission Statement**

Jarrow Cross Church of England Primary School provides a caring, Christian environment where EVERYONE is welcome and given the opportunity to develop their full potential

## **Introduction**

At Jarrow Cross Church of England Primary School we understand the curriculum to be all of the learning and other experiences that we plan for our pupils. Our curriculum builds upon the Biblical teaching of 1 Thessalonians 5.11 " Encourage one another and build each other up", which is reflected in our motto of: " Value in Everyone."

It is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives and is underpinned by our school values of Trust, Honesty, Friendship and Forgiveness. This document is a statement of the aims and principles and strategies for the teaching and implementation of our curriculum.

## **Aims**

The aims of our school curriculum are:

- Make learning more meaningful by putting it into context
- To enable all children to learn, and develop their skills and to be successful in their own way
- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- To teach children the basic skills of literacy, numeracy and information and communication technology (ICT)
- To enable children to be creative and to develop their own thinking
- To help children understand Britain's cultural heritage
- To appreciate and value the contribution made by all ethnic groups in our multi-cultural society
- To fulfil all the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education

- To teach children to have an awareness of their own spiritual development and to distinguish right from wrong
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- To enable children to have respect for themselves and high self-esteem, and to live and work cooperatively with others.

### **Organisation and Planning**

All teachers are responsible for planning, evaluating and teaching in their classes. The National Curriculum stipulates the expectations which form the long-term plan from which the teachers write medium term plans to achieve balance and coverage over a term or half term. Weekly short term planning will focus on the teaching process and is assessed on a daily basis. The planning proformas used throughout the whole school focus learning expectations and enable teachers to map the sequence of learning clearly showing differentiation, teaching assistant direction or support and resources required. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across the year groups.

At Jarrow Cross our cross curricular curriculum and joined up approach to learning provides children with plenty opportunities to extend their learning, develop and build skills across all subject areas, make connections across subject areas and ensure that 'learning sticks.'

### **Assessment, Recording, Monitoring and Evaluation**

Termly Assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning.

Formative assessments take many different forms and are reflected in the pupils' books/work in the detailed marking and provision of constructive feedback. Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve. Summative assessments support teacher assessments in the core subjects and foundation subjects.

Progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

## **The roles of the Subject Leaders and Curriculum Leader**

It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that a clear progression of skills is planned into schemes of work.

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- support staff development and improve the quality of teaching and learning over time;
- monitor pupil progress in that subject area by working alongside colleagues, taking part in book scrutinies, pupil interviews, lesson observations and planning scrutiny;
- monitor and evaluate teachers' planning and teaching;
- keep self and other staff up to date with developments in their subject
- to liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects
- provide efficient resource management for the subject.
- map coverage of the curriculum to long term plans

The Head Teacher has responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that fun, laughter and hard work underpin Jarrow Cross curriculum development.

## **Risk Assessment**

Whilst planning for the curriculum, teachers will give consideration to any relevant risks. If appropriate, these will be highlighted on planning and the appropriate

documents completed to meet with health and safety regulations. Evolve Forms will be submitted for all off site visits.

### **Inclusion and Differentiation**

In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning

Learning is planned and adapted to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge. Children are challenged to think at depth and deepen their learning across the curriculum. Regular formative assessments identify children/groups of children for differentiated activities. Our curriculum is inclusive and reinforces our school motto: Value in Everyone. Reasonable adjustments and extra support and interventions are provided for children as necessary and in line with our SEND policy.

### **Curriculum Communication to Parents**

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways.

- Formal reporting to parents three times a year either in the form of a written report or a parent consultation evening where parents make an appointment to meet with their children's teachers and discuss their progress.
- School website and year group pages inform parents what has been happening in school. Children's achievements are celebrated on the website.
- Parent Booklets are sent out each term to inform parents of the term's topics learning experiences
- Class Dojo informs parents of whole school or enhanced activities which are taking place.

Teachers are of course also available at the start and end of each day for any necessary communications.

### **Resources**

Subject to financial constraints, we aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to the Head Teacher and budgets spent with these in mind to ensure a high quality delivery of our curriculum.

Our governing body's Resources Policy Committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews curriculum development by co-ordinators reporting to them and the Headteacher's report.

We have named governors for all subjects, Early Years and Special Needs. The governors liaise with the subject leaders of these areas, and monitor the way the school teaches these subjects.

Presented and agreed by Governor's in September 23