



Jarrow Cross Church of England Primary School

“Encourage one another and build each other up.”

(Thessalonians 5:11)

### **Curriculum Policy**

Reviewed By	Kevin Taggart	Authorised by	Governing Body
Last Review	November 2023	Date	March 2026
Next Review	March 2029	Review Cycle	3 yearly



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## 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 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, principles and strategies for the planning and implementation of our curriculum.

## Aims

The aims of our school curriculum are:

- Ensure the statutory entitlement of every pupil to a balanced provision of all subjects within the National Curriculum and the Locally Agreed Syllabus for Religious Education is met.
- Ignite a love of learning so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- Ensure all learners achieve well in all aspects of the curriculum, making good levels of personal progress so that they leave Jarrow Cross fully prepared for the next stage of their education.
- Facilitate children’s acquisition of ideas, knowledge, skills, mind-sets and qualities of character, which will help them to develop intellectually, emotionally, socially, physically and morally.
- Ensure progression, diversity and relevance to the area in which we live
- To help children understand Britain’s cultural heritage.
- To teach children to have an awareness of their own spiritual development and to 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.

## Roles and Responsibilities



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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 Assistant Head Teacher (with responsibility for curriculum) oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and a consistency across all areas of the curriculum. They also maintain an overview of the curriculum provided by the school and work in partnership with the Senior Leadership Team on a range of strategic planning, monitoring and evaluation tasks from the full range of evidence provided by other staff and governors. Each curricular area is underpinned by ‘golden threads’ which guide the progressive development of knowledge and skills. Subject leads are responsible for ensuring that the planned curriculum meets all aspects of National Curriculum content and that the progression of knowledge and skills becomes increasingly challenging. Subject Leaders also produce action plans for their subjects, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues. Phase teams / teachers have the final responsibility to produce class specific, medium and short term planning for their learners. They also have responsibility for the standards their learners achieve, the progress they make and the evidence of this learning. Phase Teams / teachers should ask for guidance from Subject Leaders when appropriate and are required to ensure all provision promotes a learning environment where ‘We encourage one another and build each other up.’

Weekly, short term plans focus on the teaching process. The planning proformas used throughout the whole school focus learning expectations and enable teachers to map the sequence of learning clearly showing adaptations, teaching assistant direction or support required. Class teachers meet regularly to ensure continuity of provision and moderation in terms of expectations and outcomes across year groups.

At Jarrow Cross, our curriculum and coherent approach to learning provides children with regular opportunities to revisit and extend their learning, develop and build knowledge and skills across all subject areas, make connections across subject areas and ensure that ‘learning sticks.’

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

Formal, termly assessments are the responsibility of the class teacher and are 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 and retrieval tasks take many different forms and are reflected in the pupils’ books, in detailed marking and in the provision of constructive feedback. Feedback follows the school’s policy and identifies areas for children to improve by giving focused challenges, expecting children to take ownership of their learning and respond and reflect in order to progress. Summative assessments support teacher assessments in the core subjects and foundation subjects.

Progress and attainment in each subject will be assessed by teachers 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.



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### **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 Adaptation**

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

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

Learning is adapted to enable children to broaden and deepen their understanding and development of knowledge and skills. Children are challenged to think at depth and deepen their learning across the curriculum by engaging in a range of high quality tasks. Regular formative assessments identify children/groups of children for adapted activities. Our curriculum is inclusive and reinforces our school motto: Value in Everyone. Reasonable adjustments, 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 teacher 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.
- Newsletters, class Dojo and Facebook 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.



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### **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 who will discuss these requests with the relevant subject leads and SLT 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 through the Headteacher's report.

Governors liaise with the subject leaders and monitor the way the school teaches subjects.