



# Curriculum Policy

## October 2022



**KILMORIE**  
PRIMARY SCHOOL

This policy was agreed by the Full Governing Body on:  
(and supersedes all previous policies relating to this area)

Implemented

October 2022

Review Date

October 2024

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## **Kilmorie Curriculum Intent:**

The intention of our curriculum is to enable our pupils to be successful citizens of the future with a great love for learning that will stay with them for their adult life. As well as academic achievement we strive to develop the children's emotional intelligence and their ability to communicate effectively. We believe passionately that children should develop an understanding of the process of learning, be reflective and have the confidence to experiment, investigate and explore.

Be brave,  
Be inquisitive  
Be you...

## **Legislation and guidance**

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](#).

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](#).

## **Roles and responsibilities**

### **The governing board**

The governing board will monitor the effectiveness of this policy and hold the 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
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

### **Headteacher**

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

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school 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 SEN

## Other staff

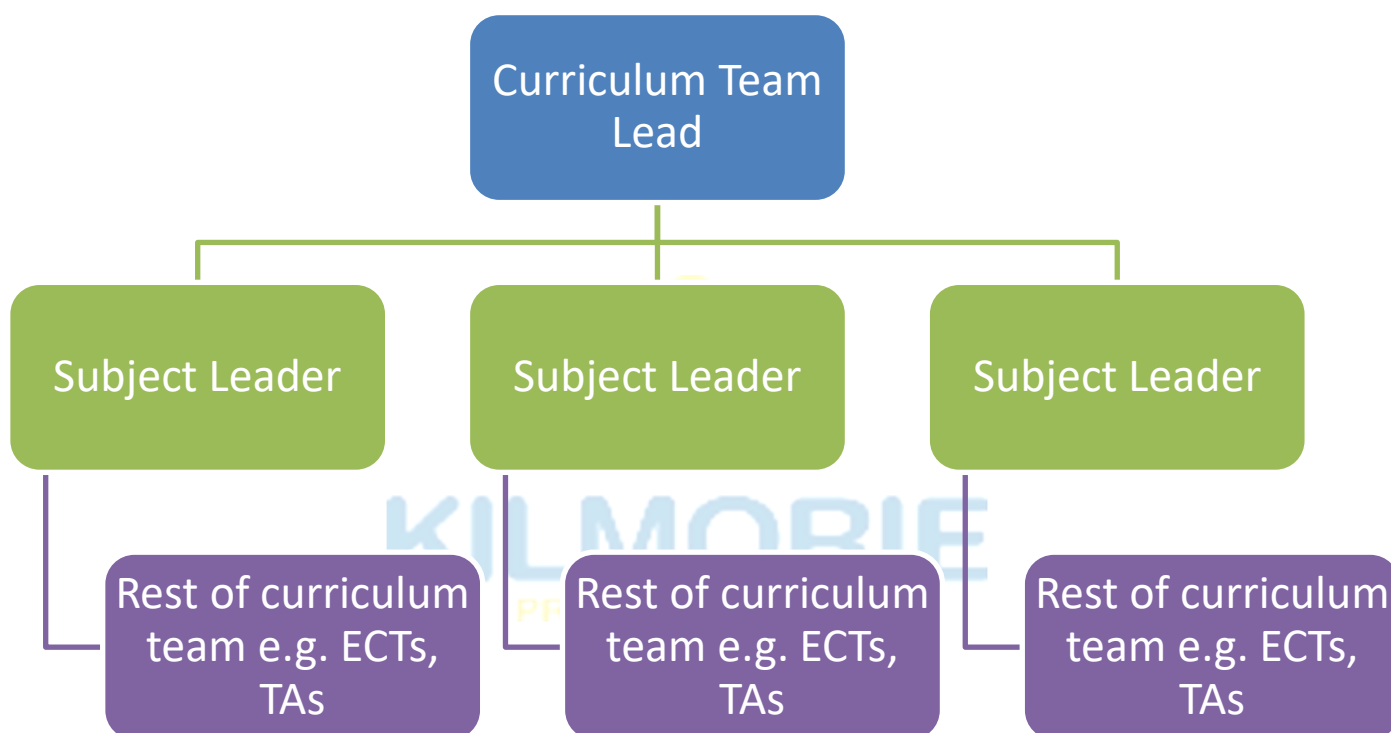
The Deputy Headteacher for curriculum is responsible for the overall vision of the curriculum and its implementation.

The curriculum is organised into 5 main areas: The Arts, Humanities, Languages, STEM and Wellbeing<sup>1</sup>. All individual subjects sit under each of these curriculum areas and there is a curriculum lead for each area. These positions are held by the assistant headteachers or where a class teacher holds the post, a TLR is given.

The Curriculum Leads oversee the Subject Leads and have responsibility for the overview of the subjects in that area. All curriculum leads, also lead a subject within their area<sup>2</sup>.

The Subject Leads are responsible for ensuring their subjects adhere to the National Curriculum; are linked to the school curriculum intent and the school improvement priorities. They are also responsible for the monitoring of their subject<sup>3</sup>.

TAs and HLTAs are also attached to a subject – thus creating teams of staff who can work together to progress the curriculum.



All staff will ensure that the school curriculum is implemented in accordance with this policy.

## Organisation and planning

At Kilmore we use research to plan a creative curriculum, which ignites curiosity in our children and enables them to become motivated, resilient and successful learners in line with our Kilmore Qualities<sup>4</sup>.

The curriculum is designed to be engaging, broad and rich. It is a curriculum that evolves, based on the needs of our children and changes in the world around us. It considers the local context of the school, experiences and backgrounds of our children and provides them with relevant and memorable learning experiences to enable them to become rounded successful citizens. It supports and promotes the vision and values of our school.

<sup>1</sup> See appendix for organisation of subjects into curriculum areas

<sup>2</sup> See the appendix for the Curriculum Lead role descriptor

<sup>3</sup> See the appendix for the Subject Lead role descriptor

<sup>4</sup> See our Behaviour Policy for more information about the Kilmore Qualities

The curriculum is inclusive and aims for all pupils to be challenged. It focuses on vocabulary development and experiences, which increase children's cultural capital to allow them to reach their full potential. At the heart of our curriculum is the wellbeing of our pupils. We work hard to ensure effective practice and provision is in place that promotes emotional wellbeing, embedding an ethos where mental health is regarded as the responsibility of all and all are able to confidently discuss and articulate their own feelings. Staff work collaboratively to build upon the requirements of the National Curriculum through ambitious and challenging enquiry-led learning, with clear progression and specific learning goals for every subject. The depth of the curriculum allows children to return to, and build upon previous learning, applying skills and knowledge to new challenges. We create memorable experiences for our pupils through topic launches; class assemblies and school performances; visits and visitors – using the wealth of local resources to good advantage.

We aim for pupils to develop a rich and subject-specific vocabulary. Nurturing a love of reading across the curriculum is key to this. All staff have high expectations of pupil talk and understand that classroom dialogue is essential to thinking and learning.

All subject leaders show understanding of key concepts related to curriculum design, ensuring there is clear skills and knowledge progression as well as sequencing, allowing all members of the school community to fully understand the rationale behind our curriculum.

The school provides a highly inclusive environment where all learners at all levels are helped to achieve. The curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high-quality teaching, supported by targeted, high-quality interventions where appropriate.

Kilmorie adapts the curriculum to reflect the diversity of the school, local community and wider population in terms of race, gender and disability, without stereotyping. It demonstrates our commitment to narrow the gap for our disadvantaged families and strives to give children equality of opportunity for their futures.

Our work on the journey of decolonising the curriculum continues and we are always looking at how we can increase the diversification of our topics as well as both historical and modern figures. Children learn best when they can identify themselves in their learning and draw on commonalities to move themselves and their world forward.

Our school endeavours to grow and maintain strong community links, which give our pupils a true sense of belonging.

## **Inclusion**

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 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 SEND policy and information report.

### **Monitoring arrangements**

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

- Visits to the school
- Pupil voice
- Questionnaires

Members of the middle and senior leadership teams have responsibility for monitoring the way in which resources are stored and managed and the way their subject is taught throughout the school by:

- Monitoring of planning
- Pupil studies
- Learning walks
- Typicality walks
- Pupil voice

### **Further Linked Policies**

- RSE
- Teaching and Learning
- Behaviour
- Feedback
- Assessment
- EYFS
- SEND
- Equality Objectives



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# Appendix 1

<b>STEM</b>
Science
Computing
D.T.
Maths
<b>Humanities</b>
History
Geography
<b>The Arts</b>
Art
Drama
Music
Dance
<b>Wellbeing</b>
PSHE
RSE
SMSC
P.E.
R.E.
<b>Languages</b>
MFL
Phonics
Reading
Writing
Oracy

# Appendix 2

## Curriculum Team Leader Role Descriptor

Operational	Strategic
<b>Your curriculum area</b>	
<ul style="list-style-type: none"> <li>• Promote high-quality teaching and learning while covering the National Curriculum expectations</li> <li>• Communicate high expectations and ambition to ensure pupils achieve as well as they can</li> <li>• Lead staff meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Have a clear understanding of the strengths and areas for development for all subjects in your area</li> <li>• Lead a subject within your curriculum area</li> <li>• Ensure subject leaders are fulfilling their action plans</li> <li>• Feed back or support subject leaders to feed back to stakeholders e.g. governor's meetings</li> <li>• Ensure the subjects in your area are led by the overall strategic vision of the school and the curriculum intent</li> <li>• Be responsible for your own development e.g. identifying potential CPD, research and be on top of new developments or recent research in the subject</li> <li>• Ensure inclusion and diversity are key for each of the subjects in your area</li> </ul>
<b>Teamwork</b>	
<ul style="list-style-type: none"> <li>• Lead a team of staff including teachers and support staff</li> <li>• Lead meetings with individuals of groups from your team to ensure you are kept abreast of changes and developments</li> </ul>	<ul style="list-style-type: none"> <li>• Understand and develop how the subjects in your curriculum area link together and within the wider curriculum</li> <li>• Collaborate with other schools through, for example designing research within the peer group</li> </ul>
<b>Standards and attainment</b>	
<ul style="list-style-type: none"> <li>• Audit skills within your team and address any needs that arise</li> <li>• Coordinate and moderate the review of plans, books and assessment (where appropriate)</li> <li>• Coordinate and evaluate the monitoring of pupil voice</li> <li>• Communicate or support the communication of the development of the subject in your team to all stakeholders</li> <li>• Complete a termly report to be fed to SLT/MLT</li> <li>• Individually or as part of a team write an annual action plan and assess your progress</li> </ul>	<ul style="list-style-type: none"> <li>• Work in accordance with the SIP</li> <li>• Understand the outcomes and impact of monitoring and evaluation and use this to set next steps</li> <li>• Communicate expectations further to monitoring and evaluation</li> <li>• Understand the message you give to the stakeholders following data analysis</li> <li>• Understand and communicate the priorities in your curriculum area and how this fits into the SIP and/or other curriculum team priorities</li> </ul>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• Monitor visits and enrichment opportunities within your area</li> <li>• Manage and control your team's budget</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the plans and use of budgets within the subjects in your curriculum area</li> <li>• Evaluate the effectiveness of spend against impact</li> </ul>

# Appendix 3

## Subject Leader Role Descriptor

Operational	Strategic
<b>Your subject</b>	
<ul style="list-style-type: none"> <li>• Be an expert in your subject</li> <li>• Be a champion for your subject</li> <li>• Promote high-quality teaching and learning while covering the National Curriculum expectations</li> <li>• Communicate high expectations and ambition to ensure pupils achieve as well as they can</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure staff understand your vision for the subject and how it fits in with the school's curriculum Intent</li> <li>• Lead and promote your subject</li> <li>• Update staff on curriculum changes where necessary (lead sustained subject improvement)</li> <li>• Understand the learning journey of your subject; ensure learning builds year-on-year</li> <li>• Be responsible for your own development e.g. identifying potential CPD, research and be on top of new developments or recent research in the subject</li> <li>• Lead on inclusion and diversity coverage within your subject</li> </ul>
<b>Teamwork</b>	
<ul style="list-style-type: none"> <li>• Work as part of a team</li> <li>• Your subject's outcomes are met to ensure the overall effectiveness of the team</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how your subject links to other subjects (and how this is delivered)</li> <li>• Understand how your subject fits into Kilmore's curriculum ethos</li> <li>• Foster links with other schools through, for example subject leader meetings</li> </ul>
<b>Standards and attainment</b>	
<ul style="list-style-type: none"> <li>• Audit skills and address any needs that arise</li> <li>• Create and review (at regular intervals) skills and knowledge progression maps</li> <li>• Review plans, books and assessment (where appropriate)</li> <li>• Regularly monitor and understand pupil voice for your subject</li> <li>• Understand and communicate how your subject is best delivered to ensure accessibility and challenge</li> <li>• Collect and analyse data (where appropriate) for inclusion in reports e.g. headteacher's report, report to governors</li> <li>• Communicate the development of your subject to all stakeholders</li> <li>• Monitor and evaluate the impact of your actions</li> <li>• Complete a termly report to be fed to SLT/MLT</li> <li>• Individually or as part of a team write an annual action plan and assess your progress</li> </ul>	<ul style="list-style-type: none"> <li>• Work in accordance with the SIP</li> <li>• Understand the outcomes and impact of monitoring and evaluation and use this to set next steps</li> <li>• Communicate expectations further to monitoring and evaluation</li> <li>• Understand the message you give to the stakeholders following data analysis</li> <li>• Understand and communicate the priorities in your subject and how this fits into the SIP and/or curriculum team priorities</li> </ul>
<b>Resources</b>	
<ul style="list-style-type: none"> <li>• Oversee an audit of resources</li> <li>• Support all year groups on trips and enrichment opportunities</li> <li>• Manage and control your budget</li> </ul>	<ul style="list-style-type: none"> <li>• Forward plan a budget against subject's needs analysis</li> </ul>