



Curriculum Policy

2026-27

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1. Curriculum aims

Our curriculum aims are:

- To celebrate our achievements and then set new goals.
- To empower everyone to develop self-belief, self-respect and self-discipline to live a happy, healthy life.
- To feed a love of learning through a creative, dynamic, fun and challenging curriculum suited to the twenty-first century.
- To provide first class, adaptive teaching and **high performance learning** experiences which ensure progress for everyone.
- Equip pupils with the knowledge, **cultural capital and social capital** they need to succeed in life
- To be at the **heart** of the local community, preparing everyone to become responsible and pro-active national and global citizens.

2. 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.

3. Roles and Responsibilities

3.1 The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Governing Body 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 (SEND)
- 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

3.2 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
- High quality customised provision is in place for pupils with different abilities and needs, including children with SEND.

3.3 Other Staff

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

All subjects have a subject lead. The role of the lead is to:

- Produce an annual subject action plan
- Maintain an termly updated subject SEF
- Support teachers' planning;
- Monitor teaching and learning
- Carry out work scrutinies
- Promote the language of the subject (Tier 3)
- Model outstanding practice
- Provide high quality resources

4. Organisation and planning

The ***Parkhill Junior School Curriculum***. We describe our curriculum as the *Melting Curriculum*.

Our dynamic melting curriculum, links together topics, across a broad range of subjects, to enhance the children's learning experience and develop and deepen their understanding of different topics. In English, high quality texts have been chosen to work alongside history topics (children get an insight into a particular period, make comparisons to modern society which then enhances their writing as they empathise and write authentically, as people from the period studied.

In other areas of the curriculum, including art and geography, children explore modern elements, such as inspirational artists from a particular country, linked to the period they have studied, which then leads them to learning about the landscape, tourism and culture of a particular place. Geography based texts are used in non fiction comprehensions. This promotes retention of knowledge and a deeper understanding of the geography topic. We recognise that we are hard-wired to need to see how facts, ideas and the 'stuff of learning' connect.

Our whole school overview is designed to make connections and secure coherence from Year 3 to Year 6. Our high performance learning approach (HPL) provides challenge and equal access to all learners. Differentiation is about the different level of support given and not different activities. Children learn in mixed ability groups, with the teacher facilitating a focus group across all subjects.

Overviews are evaluated annually, by each subject lead and SLMT. Progression and continuity is secured through medium term planning. Schemes are employed in maths, PE and PSHE but not to the exclusion of teacher autonomy. External English and maths consultants, support planning.

Our themed weeks reflect the diversity of our community and the need to communicate important local, national and global messages. Experiences and opportunities, otherwise elusive to many children are key staples. For example, outdoor learning, Money Week, Mental Health and Wellbeing

Week. Children's spiritual, moral and cultural development is driven at every opportunity, both systematically and when the life and the world unexpectedly presents it.

Our longstanding status, as a Rights Respecting School, has embedded British values and a strong community spirit, shared responsibility and accountability. This is reflected in the texts children study in English which promote empathy and understanding of others as well as human challenge, resilience and courage. We encourage our learners to be autonomous and to embrace learning all challenges.

Our **Teaching and Learning Policy** details what is required in order to ensure coverage and the pedagogical practices we employ. Associated policies include:

Behaviour and Rights Respecting Policy

Monitoring and Evaluation Policy

Assessment Policy

Resources are audited, evaluated and updated routinely. We use modern devices including VR headsets, to enrich learners' experience and secure understanding and knowledge retention. We include outdoor learning as an integral part of our curriculum.

5. 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 learning support (SEND)
- Teachers will plan lessons so that pupils with learning support (SEND) can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.
- Teachers will 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 learning support/Inclusion Policy and information report.

6. Monitoring arrangements

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

- Curriculum sub committee meetings
- Link governor meetings that include meeting with Pupil Voice groups

- HT reports.

Subject leaders monitor the way their subject is taught throughout the school by:

- planning scrutinies
- learning walks
- book scrutinies,
- learner interviews

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the Headteacher and teaching staff. 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:

- Assessment Policy
- Inclusion Policy and information report
- Equality Plan
- Teaching and Learning Policy
- Monitoring and Evaluation Policy

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