



Four Swannes
Curriculum Policy





Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills, future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Develop pupils' independent learning skills and resilience, to equip them for future education and employment

These curriculum aims are underpinned by our values by:

- Ensuring pupils receive adequate support and guidance so that they can **believe** in their own abilities and their power to succeed in life
- Equipping pupils with **resilience**, so that they don't give up when working through a sequence of work that becomes increasingly more challenging as they progress through the school
- Enabling pupils to be **independent**, by giving them opportunities to discuss their ideas with their peers and work on their own
- Give pupils opportunities to work in groups, thus developing teamworking skills and allowing them to show **grace** by understanding that different children work in different ways
- Developing their **tenacity** by letting them have time to fail, learn from their mistakes and progress in their learning

Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all 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](#).

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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
- The member of the governing board (Neeloo Karim) with curriculum responsibility meets with the curriculum lead regularly in order to discuss how teaching and learning takes place at Four Swannes, discuss and set priorities and ensure these are being adhered to

Headteacher

The headteacher (Mr. Moore) 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

Curriculum Lead

The curriculum lead (Camilla Steel) will ensure :

- That the curriculum is broad, balanced and well sequenced
- That subject leaders take ownership for their area of the curriculum and ensure that the way it's being implemented is in line with the aims set out in this policy



- That opportunities for children to revisit previous learning are built into the curriculum, thus enabling retention of knowledge and making future learning more impactful
- That they meet with subject leaders regularly to set priorities, review monitoring targets and discuss the way that the curriculum is implemented in school
- That regular CPD on curriculum areas is provided to staff

Middle leads (subject leaders)

Subject leaders will ensure that :

- They create an action plan for their subject at the start of each academic year, which clearly lays out targets and how they are going to achieve them. This action plan then becomes a working document, which must be annotated as the year progresses to show development of the subject
- They regularly monitor their subject through a targeted approach of pupil voice, work scrutiny and lesson observations
- Their findings are fed back to the curriculum lead and members of staff to enable improvement and highlight examples of good practice
- They find opportunities to showcase their subject in school through displays, theme days, clubs and educational visits and / or visitors
- They undertake regular CPD in order to ensure their knowledge of their subject is current and up to date
- They regularly review their curriculum sequencing and planning to ensure it always remains current, up to date, serves the school community and meets the aims of the National Curriculum

Teaching staff

Individual class teachers will ensure that they implement their teaching in line with the aims set out in the curriculum, ensuring that time is given to revisit prior learning to ensure future learning is as impactful as possible. They must also ensure that the curriculum content is adapted appropriately to meet the needs of the learners within their class, through the creation of resources, adaptation of lesson objectives and any other appropriate means.

Organisation and planning

At Four Swannes, we celebrate our diverse cohort of children by ensuring they are exposed to a wide range of subjects that reflect both their cultural heritage, things that are important to them and address specific issues that they face / will face in the future. This includes :

- A focused celebration on the history and culture of other countries during 'Black History Week' in the October term, to celebrate the multiculturalism of our children
- A PSHE curriculum which gives time and attention to particular issues which impact our children and deal with specific problems that they face (e.g. county lines, boundaries, expressing and dealing with emotions).



- Ad hoc circle time lessons to address other PSHE related topics which may be of particular importance within individual classes (e.g. specific incidences of bullying, not looking after school property)
- Children being able to see themselves reflected in the topics taught
- Opportunities for children to express themselves, especially through their writing, and discuss the things that are important to them
- Opportunities to develop oracy skills through discussion, which is of particular relevance to our EAL children or those who do not have opportunities for in depth discussion at home

When designing the curriculum, we have paid attention to links across and between subjects. We ensure that opportunities to revisit key learning points are spread throughout the curriculum and that skills learnt in one subject will have relevance to other subjects as well. The teaching of the curriculum allows the children to revisit prior learning and gives opportunity for discussion, opinion and debate in order to progress the children's learning.

At Four Swannes, we have given careful consideration to the way in which relationship, health and sexual education is taught, taking into consideration the age and stage of the children. In following the 'Jigsaw' scheme of work, children are taught difficult topics in a sensitive manner, giving plenty of time for discussion and to address misconceptions while still being in line with the National Curriculum.

Where many of our children do not come from a culturally British background, we have also taken care to ensure that British Values (mutual respect, tolerance, the rule of law, democracy and individual liberty) are threaded through our ethos and curriculum; with children given plenty of opportunities to voice their opinions, elicit change within the school and understand how to treat one another.

The foundation subjects are Four Swannes are delivered using the following schemes :

- Music : Charanga
- Science : Kapow
- Art and DT : bespoke
- PE : Get Set 4 PE
- RE : Natre
- Computing : Purple Mash
- Spanish : Language Angels
- History : Twinkl
- Geography : Twinkl
- PSHE : Jigsaw

And core subjects :

- English : bespoke



- Maths : White Rose

However, we understand that simply taking a pre-made scheme with no adjustments is not going to be the best fit for our cohort, so every effort is made to ensure that the sequencing and delivery is tailored to the needs of the children, such as :

- The creation of bespoke knowledge organisers to ensure children understand how to link back to prior learning and the key things they need to know for each topic
- An emphasis on vocabulary
- Plenty of opportunities to revisit, recap and revise previously learned information.

For additional information on how the curriculum is implemented in Early Years, please see the EYFS Curriculum Policy.

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 SEN
- 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. This includes (but is not limited to) :

- The adjustment of lesson objectives to meet the need of the child
- The creation of bespoke resources to highlight specific vocabulary or learning aims
- The tailoring of activities to make them more accessible (e.g. larger print, coloured paper and / or additional pictures)
- Pre-teaching and additional consolidation.

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 SEN policy and information report.



Monitoring arrangements

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

- School visits
- Meetings with pupils
- Meetings with subject leads
- Meetings with the curriculum lead
- Meetings with the head teacher

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

- A termly monitoring activity such as :
 - Pupil voice
 - Lesson observations
 - Work scrutiny

Any monitoring activity undertaken should have a clear focus, with the outcome then fed back to the class teachers and curriculum lead in a timely manner.

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

January 2025, Camilla Steel

Reviewed by: Camilla Steel

Next review due: September 2026