



# **'Grown for Gaskell' Curriculum Policy**

**Approved by: Headteacher & SLT**

**Last reviewed: January 2022**

**Next review: July 2023**

## Curriculum Statement

Our school ethos is to place the child at the centre of everything we do. Our curriculum is designed to encourage, challenge and **enable our children to become successful and resilient citizens in today and tomorrow's world.** At Gaskell, through a broad and balanced curriculum we will provide the children with the skills and knowledge they require for their lifetime. The curriculum encourages children to be independent, resourceful, skilled, adaptable, flexible and empathetic. Our school values are represented and underpinned by the curriculum drivers and form the basis of everything we do. They represent how we behave in, around and outside school from Nursery to Year 6, in all aspects of school life. They also support the teaching of British Values throughout the school.

## Curriculum Principles

- Our curriculum develops the attitude, skills and knowledge for a successful life within and beyond Gaskell Primary School.
- Our curriculum is ambitious, developmental, and responsive to the current needs of our children.
- Our curriculum enables children to learn more and remember more; facilitating a change of long term memory

## 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 and 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 and personal development they need to succeed in life beyond primary school

# Gaskell Primary School



## Our 'Created for Gaskell' Curriculum

### Curriculum Statement

Our school ethos is to place the child at the centre of everything we do. Our curriculum is designed to encourage, challenge and enable our **children to become successful and resilient citizens in today and tomorrow's world**. At Gaskell, through a broad and balanced curriculum, we will provide the children with the skills and knowledge they require for their lifetime. The curriculum encourages children to be independent, resourceful, skilled, adaptable, flexible and empathetic.

Our school values are represented and underpinned by the curriculum drivers and form the basis of everything we do. They represent how we behave in, around and outside school from Nursery to Year 6, in all aspects of school life. They also support the teaching of British Values throughout the school.

### Principles

Our curriculum develops the attitude, skills and knowledge for a successful life within Gaskell Primary School.

Our Curriculum is ambitious, developmental and responsive to the current needs of our children.

Our Curriculum enables children to learn more and remember more; facilitating a change of long term memory.

### Drivers

**Healthy Pioneers Avid Adventures World Citizens Confident Communicators Creative Minds**

The drivers enhance the National Curriculum to support the needs and personal development of our children. They address current gaps in knowledge, skills and topical issues, which we believe will give our children the best attributes to achieve.

### Values

**Happiness Empathy Ambition Respect Resilience Tolerance Self Confidence**

## 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.

The statutory framework for the Early Years Foundation Stage (2021))

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974907/E\\_YFS\\_framework\\_-\\_March\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/E_YFS_framework_-_March_2021.pdf) and in the Development Matters in the Early Years Foundation Stage guidance document (2021) Development Matters - GOV.UK ([www.gov.uk](http://www.gov.uk))

## Roles and Responsibilities

### The Governing Board

- The governing board will monitor the effectiveness of this policy and hold the head teacher 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

### Head Teacher

The Head Teacher 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 SEND

### Other Staff

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

## Organisation and Planning

### Curriculum Delivery

We emphasise the importance of English and Mathematics. All children develop their knowledge, understanding in English and Mathematics through specific lessons and across the curriculum. These follow a systematic and rigorous approach and are delivered daily. Science, History, Geography, Art, Design Technology, Computing, PE, PSHE, and RE are predominantly taught through a tailored projects that revisit concepts time and again to embed a greater understanding and develops transferrable skills. Music and MFL are delivered as specific weekly sessions by specialist teachers.

Curriculum drivers are an important aspect of our curriculum design. They support the current needs and personal development of the children at Gaskell Primary School. They address current gaps in knowledge, skills and topical issues which we believe will give our children the best attributes to achieve. They are as follows;

- Healthy Pioneers
- Avid Adventurers
- World Citizens
- Confident Communicators
- Creative Minds

### **Curriculum Design**

Our Curriculum covers the following:

- Relationships and sex education (see policy)
- Spiritual, moral, social and cultural development
- British values and School Values

These are planned into our curriculum framework and are therefore an embedded part of our curriculum. See our EYFS policy for information on how our early year's curriculum is delivered.

### **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.

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:

- Such as school visits
- Meetings with the school council
- Teaching and Learning meetings with the Senior Leadership Team.

Senior Leaders and subject leaders monitor the way their subject is taught throughout the school by:

- Lesson observations
- Planning and Review meetings
- Project Reviews
- Book looks
- Coverage trackers

- Environment walks
- Learning Talks

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

This policy will be reviewed every annually by the Head Teacher, Curriculum Lead and Governors. At every review, the policy will be shared with the full governing board.

### **Links with other policies**

- This policy links to the following policies and procedures:
- EYFS policy
- English policy
- Maths policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives Relationships and sex education.
- Pupil Premium, more able (or gifted and talented)
- Sports funding