

Newton Tony Primary School CE VC

'Love One Another As I Have Loved You' (John 15:12)

Curriculum Policy

Policy agreed

17/10/2024

Policy review

17/10/2025 (or as required)

Our School Vision

Our school is a safe, welcoming and nurturing school that offers a sense of belonging. We are situated in a small, rural village and we pride ourselves that we know each and every child. Our strength lies in putting the needs of the child at the heart of everything we do. We offer an exciting and stimulating curriculum, with high quality teaching that provides a rich, rewarding and enjoyable learning environment for all. Through a solid partnership working with parents, our church and His Majesty's Armed forces, we encourage children to become confident, caring and independent young learners. We believe that 'Everyone cares and Everyone counts'. In our school our vision is underpinned by the bible verse **'Love One Another As I Have Loved You' (John 15:12)** ; it shapes all we do.

Aims

Our integrated curriculum encourages children to revisit and link learning. We value achievement and success in all areas of children's lives. We follow key lines of enquiry based on critical thinking, communication, collaboration and creativity. Our curriculum incorporates the subjects from the National Curriculum alongside our learning outside the classroom programme. Our aim is that each child leaves our school equipped for lifelong learning remembering it with happiness.

We intend to:

- Promote a love of learning in a nurturing and inclusive small village school environment
- Deliver a unique 'Learning Outside the Classroom' educational experience that offers all children the opportunity to succeed and develop confidence and self-esteem through hands-on learning experiences in a woodland environment.
- Enable children to access the curriculum through inclusive continuous provision opportunities in Early Years and Key Stage 1
- Revisit and link learning through following 'key lines of enquiry'
- Enable children to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations

- Provide a broad and balanced education for all children that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Support children's spiritual, moral, social and cultural development
- Support children's' physical development and responsibility for their own health, and enable them to be active
- Ensure equal access to learning for all children, with high expectations for every child and appropriate levels of challenge and support
- Equip children with the knowledge and cultural capital they need to succeed in life

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

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
- Provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- 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

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
- Provision is in place for pupils with different abilities and needs, including children with SEN

Subject Leadership

Subject leaders will ensure that the school curriculum is implemented in accordance with this policy. As a small school, with limited numbers of teaching staff, some subjects have individual subject leaders and other subjects are managed by all teaching staff.

Organisation and planning

EYFS (Reception Year)

Our EYFS curriculum is child led, and is linked to the interests of our children. We assess through accurate observations informing future planning and children's individual next steps in their learning. When you enter our Hedgehogs classroom, there will be evidence of daily ongoing assessment and how this reflects the children's provision. This enables us to ensure learning is embedded and consistent and that all children continue to make the best possible progress. Children have the opportunity to access key lines of enquiry, if appropriate, alongside our child centred approach. This enables a supported transition when beginning the journey in Key Stage 1. Children have an understanding of how we implement key lines of enquiry and the purpose of linked learning. See our EYFS policy for more information on how our early years curriculum is delivered.

Key Stage 1

Our curriculum in Key stage 1 is organised and delivered through revisiting the key lines of enquiry in EYFS (Reception Year). This approach enables children to revisit and reinforce learning encouraging deeper mastery and reflection. Children have opportunities to link learning rather than just experience subject specific learning which does not always relate to the bigger picture of how we fit in to the world and beyond.

EYFS (Reception Year) and KS1 Key Lines of Enquiry						
Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Lines Of Enquiry	What If You Had Super Powers	What If We Danced All Night	What If You Had Lunch With A Witch	What If Your Dinner Ran Away	What If You Shrunk To The Size Of An Ant	What If There Was No Colour In The World

Key Stage 2

Our curriculum in Key stage 2 is organised and delivered through a rolling two year cycle of termly key lines of enquiry. We have mixed classes and this approach enables children to revisit and reinforce learning encouraging deeper mastery and reflection. Children have opportunities to link learning rather than just experience subject specific learning which does not always relate to the bigger picture of how we fit in to the world and beyond.

Key Stage 2 Key Lines of Enquiry			
Cycle 1	Autumn Term	Spring Term	Summer Term
Key Lines Of Enquiry	How Can I Make A Difference?	What If Your Dinner Ran Away?	What Is A World Without Wifi?
Cycle 2	Autumn Term	Spring Term	Summer Term
Key Lines Of Enquiry	What Does A Hero Look Like?	Is Our World Unique?	What Is A World Without Colour?

Our school website <https://newtontony.wilts.sch.uk/curriculum/> explains in detail our curriculum provision mapping and how we design, deliver and sequence the National Curriculum subjects. Paper copies of this information is available on request from the school office. Contact Mrs Paige admin@newtontony.wilts.sch.uk or 01980 629232.

Learning outside the Classroom (LOC)

We are delighted that our children also experience a LOC curriculum as Wilderness Warriors. The Forest School concept originated in Scandinavia in the 1950's. A child-centred, holistic approach that encourages strong social and communication skills; with the ability to work in groups effectively; and generally possessing high self-esteem and confidence in their own abilities. These foundations help children to raise their academic achievements later in life. In a world of mobile phones, I-Pads, computer games and health & safety, children spend less and less time playing outside and these types of opportunity have become more and more important. There is more information, including our hand book and LOC policy on our school website <https://newtontony.wilts.sch.uk/wilderness-warriors/>

Linking learning in the Wider Community

We provide a wide range of extended-curriculum learning opportunities, building relationships, paving the way for our children to be future and inclusive leaders. Many of the children that attend our school live in socially deprived, rural and military locations. It is important that we develop a connection with a wider community and provide cultural capital opportunities for all children, especially our disadvantaged. We believe that strong links with the community lead to increased life chances.

Experiences children access throughout the year:

Junior Good Citizen Award	Bike ability	Wiltshire Walk to School Week
Chalke Valley Festival	Bournemouth Beach and Aquarium visit	Oral Health workshop
Live author events	Dorset Fire Service	Cat Protection League
Wiltshire Wildlife Hospital	Newton Tony Dogs Trust	Five Rivers Swimming Lessons
Stop Modern Slavery Art exhibition	British Museum Visit	Live Music experiences
Funded home learning apps	Dance workshops	Worshipping in the local church
STEM Girls in Track experience	Stonehenge visit	Hawk Conservancy visit
Historic Workshops	Partnership with Little Troopers and military enrichment day	Mental health support sessions
Mini policing programme	Wiltshire Police awareness workshops	Miles Stones History Trip
Marwell Zoo Trip	Finkley Down Farm Trip	Salisbury Cathedral Visits

Personal, Social, Health and Economic curriculum

Our PSHE (Personal, Social, Health and Economic) pathway promotes personal wellbeing and development. Our programme includes the RSE (Relationships and sex education) aspect. PSHE/RSE education is taught throughout the school in every year group and is monitored and reviewed regularly by the staff and our governing body. We provide children with the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

In the Spring and Summer Term, KS2 children in Year 4, 5 and 6 take part in lessons which will focus on the relationships and sex education (RSE) aspect of this programme. Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' unit. Lessons include: Healthy relationships, including friendships; families; growing and changing, including puberty; personal hygiene; changing feelings; becoming more independent; keeping safe; developing self-esteem and confidence. Children will also have opportunities to ask questions. We conclude that sex education refers to Human Reproduction, and therefore inform you of your right to request your child be withdrawn from the PSHE lessons that explicitly teach this i.e. the Jigsaw Changing Me unit. For more information about our Relationships, Sex and Health Education, visit our school website

<https://newtontony.wilts.sch.uk/pshe/>

Inclusion

Our staff set high expectations for all children. We 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/D and additional needs
- pupils with English as an additional language (EAL)

Our teachers plan lessons so that children with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every children achieving. Teachers also take account of the needs of children whose first language is not English. Lessons will be planned so that teaching opportunities help children to develop their English, and to support children 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. Visit our school website to find out more information <https://newtontony.wilts.sch.uk/send/>

Monitoring arrangements

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

- School visits
- Online safety experiences
- Pupil progress meetings
- Pupil conferencing

We are a small school who encourages all staff and children to monitor the way subjects are implemented and how resources are stored and managed. We promote open communication and opportunities to suggest ways to enrich the curriculum. The Head Teacher, subject leads and class teachers monitor the way subjects are taught throughout the school by:

- Pupil conferencing
- Book scrutiny
- Moderation (internal and external)
- CPD opportunities
- Learning walks
- Peer mentoring

This policy will be reviewed annually or as required by the Head Teacher and Teaching and Learning governor sub-committee. 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

Assessment policy

SEND policy and information report

Equality information and objectives

Positive Behaviour Policy

Learning Outside the Classroom Policy

RSE Policy

Marking and Feedback Policy