



## Iver Village Infant School Curriculum Policy.

Updated January 2020.

Date for review January 2022

**Policy Statement** Our curriculum is based on the National Curriculum for key stage 1 and the Early Years Curriculum.

Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (Key Stage 1 and 2 ready,), and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

This policy is available to parents and prospective parents on the school's website and by request from the School Office. If you require a copy of this document in large print or audio format, please contact the School Office.

### **Aims**

- Provide a broad and balanced education for all pupils
- Promote a positive attitude towards learning
- The school's values and ethos will be interwoven through the teaching and learning
- Ensure equal access to learning with high expectations for every pupil and appropriate levels of challenge and support
- 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

- That all teachers and other professionals are “lifelong learners”, committed to an ongoing development of their own knowledge and skills to optimise the pupils’ learning experiences.
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school.
- That all pupils from the earliest opportunity, are encouraged to develop independence, self- discipline, responsibility and the ability to build resilience.
- Children are provided with the knowledge and skills necessary to achieve their full potential in statutory tests.

## 2. Legislation & 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](#).

## 3. Roles and responsibilities

### 3.1 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 dis-apply 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
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

## 4. Organisation and planning

At Iver Village Infant School we teach the curriculum through a thematic approach which encompasses cross curricular learning and ensures progression in both skills and knowledge. Each theme covers at least half a term and is reviewed regularly to ensure coverage, progression, accessibility and current affairs.

Teachers use medium term plans to map out coverage on a weekly basis within topics to include cross curricular links, opportunities for outdoor learning and opportunities for extended writing.

Coordinators monitor resources available to achieve a full, broad and balanced curriculum, and will update and renew resources as needed. Class teachers keep many topic based resources in classrooms. The school also pays a subscription to various organisations who provide online resourcing.

Where relevant we relate our curriculum to the immediate and local area and invite local residents to share their knowledge to enhance teaching and learning

See our EYFS policy for information on how our early years curriculum is delivered.

## 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set challenging 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 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.

Provisions to close the gaps in learning are undertaken by class teachers and TAs to provide pupils with the skills and knowledge to access the curriculum.

## **6. Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through termly visits and meetings with subject co-ordinators. Governors for each subject feedback at Governor Meetings.

Subject co-ordinators monitor the way their subject is taught throughout the school by undertaking learning walks, book scrutinies, moderations, pupil interviews, lesson observations, leading teacher training, liaison group meetings, audit of knowledge organisers and resources.