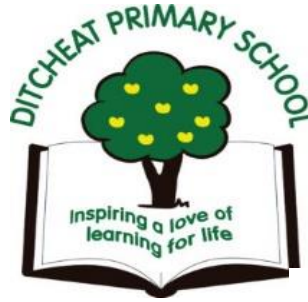




Bruton
Primary School



Upton Noble
C of E VC Primary School

Curriculum Policy *2024-2025*

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Approved by: Mrs Bisset, Mrs House, Mrs
Cosser & Miss Giles

Date: September 2024

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Contents

1. Bruton Primary School Curriculum Intent.....	3
2. Ditcheat Primary School Curriculum Intent.....	4
3. Upton Noble C of E VC Curriculum Intent	5
4. Aims.....	6
5. Legislation and guidance.....	7
6. Roles and responsibilities.....	7
7. Organisation and planning.	10
8. Teaching & Learning Style	10
9. Inclusion.....	11
10. Monitoring arrangements.....	11
11. Links with other policies.....	11

1. Bruton Primary School Curriculum Intent

In Bruton Primary School, our five 'Learning Behaviours' underpin our attitudes to teaching and learning and are represented by the roots of a tree.



As we grow together, our curriculum is designed to ensure that all children have knowledge of the wider community and hold a respect for diversity. In partnership with our community we aim to utilise the resources around us to inspire, challenge and broaden life experience. We wish to enable all children to flourish as inspirational, independent people in an ever - changing modern world.



2. Ditcheat Primary School Curriculum Intent

At Ditcheat Primary School, the term curriculum does not just refer to the lessons and academic content taught but instead to the complete experience had by our children. It is the values that they learn, the clubs they attend, the relationships they develop, the knowledge and skills they learn that go to making them ready for the next stage in their lives.

Our School Values form a big part of the teaching and learning at our school and include the following seven areas:

- Respect
- Diversity
- Perseverance
- Communication
- Thinking
- Collaboration
- Caring

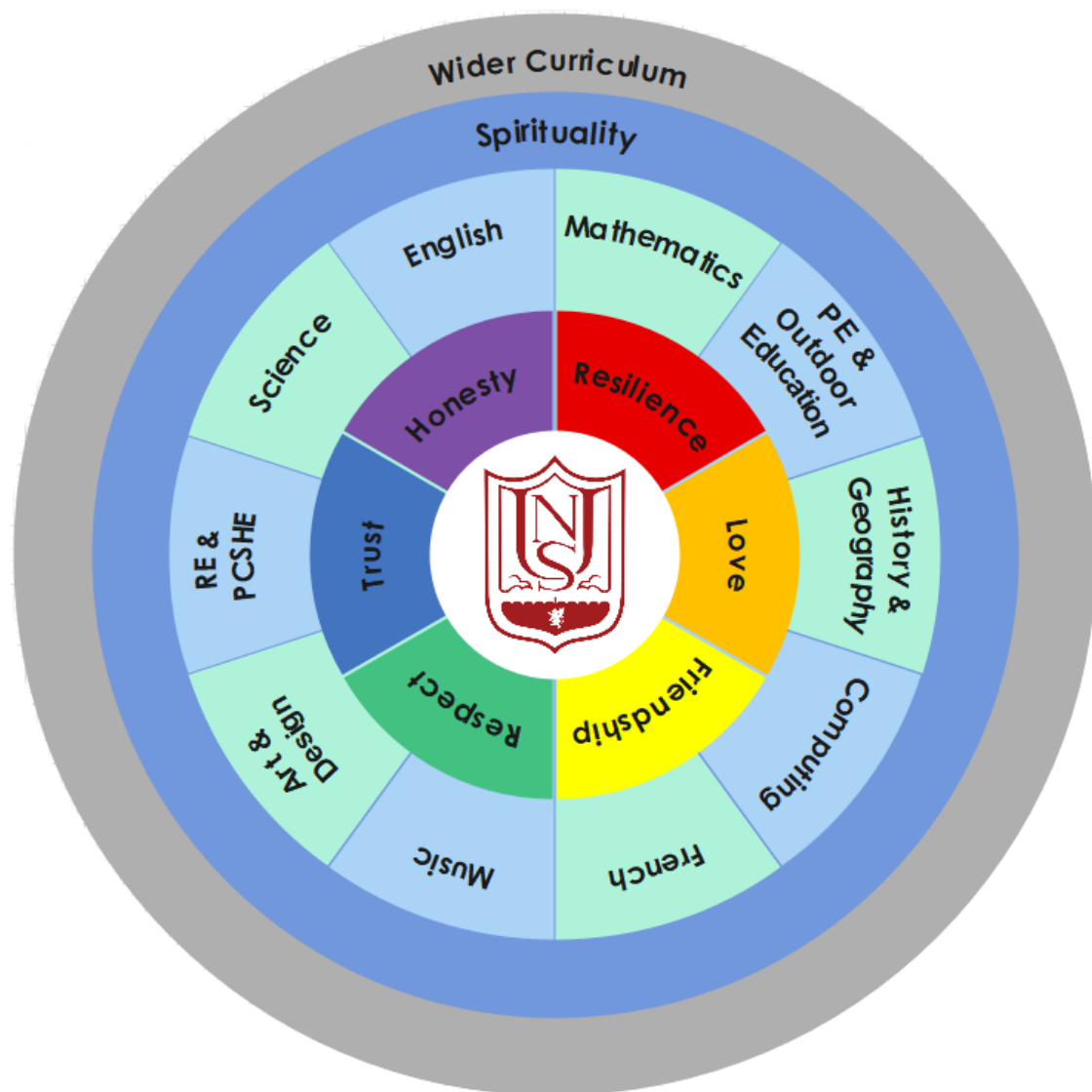


3. Upton Noble C of E VC Primary School Curriculum Intent

At Upton Noble C of E VC Primary School, we aspire to be a nurturing community of aspirational learners who flourish and grow together; building wisdom, knowledge and skills within the Christian ethos.

“Let your Light Shine” Matthew 5:16

Jesus taught that we can be the light and encourages us to let our light shine for all to see, reflecting the light of god. We believe that working together we can grow the very best version of Upton Noble Church of England VC Primary School and **“Our light will shine”**.



Our curriculum is designed to ensure children have the knowledge of the wider community and respect diversity. We aim to challenge, broaden life experience, to develop vocabulary and enable all children to flourish as aspirational, independent citizens in an ever changing modern world.



4. Aims

Our curriculum aims to:

- *Provide a broad and balanced education for all pupils*
- *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, with high expectations for every pupil and appropriate levels of challenge and support*
- *Promote the learning and development of our children during key transition points throughout their learning journey*
- *Ensure children are prepared for the opportunities and responsibilities of life in a changing world*

5. 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](#).

6. Roles and responsibilities

6.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the Executive 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 disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

6.2 Head of School

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

6.3 Other staff

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

6.4 The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- ensure there is suitable coverage of their subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that area;
- provide efficient resource management for the subject.

The below table outlines specific subject responsibility and which staff member is responsible for the specific area of responsibility:

Bruton Primary School	
Staff	Subject
Jack Tucker	English Maths
Sarah Akhurst	Science Computing/On-line safety (temp)
Lauren Walsh	Early Years Outdoor Learning Computing/On-line safety
Jo Mullins	Phonics PE
Beverly Partridge	Special Needs/EAL/LAC
Lydia Garton	School Council
Emma-Louise House	PSHE Mental Health & Wellbeing Lead
Helena Newbury & Mandy Davis	Geography/Zambian Link
David Baggs	History
Caroline McCracken	Art
Victoria Shattock	Design & Technology
Laura Larcombe	Music
Kelly-Ann Hambleton	RE
Sapphire Giles & Megan Bouchaib	MFL

Ditchheat Primary School	
Staff	Subject
Elaine Cosser	Maths Geography History RE Computing School Council
Dawn Knight	English Special Needs/ EAL / LAC PSHE Wellbeing
Christine Bates	PE Music EYFS Design & Technology & Art
Emma Wilkins	Science MFL
Beth Cook	Computing

Upton Noble C of E VC Primary School	
Staff	Subject
Anna Baker	English RE
Julie Chadi	Maths
Sally Curtis	Early Years Science
Emma-Louise House	Design & Technology
Emma Hamilton	PE School Council
Natalie Yeo	Geography Computing/Digital Leader
Colina Stevenson	History Art
	Outdoor Learning
Emma-Louise House	PSHE Mental Health & Wellbeing Collective & Spiritual Group
Rachel Cooper	Music
Mary Pritchard	MFL
Beverly Partridge	Special Needs/EAL/LAC

7. Organisation and planning

- *The East Somerset Federation's curriculum encourages both a thematic and creative approach. Throughout the school year, 'focus weeks' are planned in to link with a chosen whole school focus.*
- *Where possible we endeavour to make links with the local community through trips, inviting visitors in and showcasing what's within our local community.*
- *Subjects are taught in a cross-curricular way where possible although some subjects need to be taught discretely to ensure coverage.*
- *Our curriculum covers the following areas where appropriate:*
 - *Sex and relationship education (if applicable)*
 - *Spiritual, moral, social and cultural development*
 - *British values*
- *Short, medium and long-term planning is in place for all groups*
- *Each curriculum area is well resourced for*
- *Parents are kept informed about the way in which their children are being taught and their progress*

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

8. Teaching and Learning Styles

Across the East Somerset Federation individual subject policies have been written to reflect the teaching and learning styles which are appropriate to the curriculum area.

9. 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.

10. Monitoring arrangements

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

- *School visits, meetings with subject co-ordinators and the school council and being involved in formal statutory testing etc.*

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

- *Developing subject action plan, planning scrutinies, learning walks, book scrutinies,*

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

This policy will be reviewed annually by the Executive Head of School, Head of School and Deputy Head of School. At every review, the policy will be shared with the full governing board.

11. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- Subject co-ordinators policy