



Damers
FIRST SCHOOL

Curriculum Policy

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Statement of intent

At Damers First School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'

This policy operates in conjunction with the following school policies:

- Home Learning Policy
- Assessment and Feedback Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- PSHE Policy
- Extended Services Policy
- Relationships and Health Education Policy
- SEND Policy

2. Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Assisting the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The headteacher is responsible for:

- Devising long and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.

- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENDCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENDCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENDCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress within the department and reporting on this to the headteacher.
- Providing efficient resource management for their department.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The SENDCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

3. Curriculum intent

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the knowledge and skills necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

Curriculum intent

At Damers we plan our learning to bring together different subject skills and knowledge and apply them throughout enquiry based projects based around Nature's Principles of Harmony. An enquiry-based approach to learning develops the ability to ask questions, to research and generate useful knowledge, and to explore ways of answering the questions raised.

If we are to create a healthier, more sustainable future, we have to question and challenge what we currently do and look for ways to improve it. We want learning to impact on our pupils' thinking and actions to enable them to focus on issues at a school, community or global level. These enquiries are planned to link with the natural cycles of the seasons and to open up a journey of meaningful exploration.

Nature's Principles of Harmony

The **principles** that exist in the natural world: interdependence, adaptation, diversity, oneness, cycles and circles, health, geometry and beauty, can guide us in the way we live, individually and collectively.

The 'Principle of Geometry and Beauty' will run alongside all our learning and provide the thread that underpins our model so that children develop a knowledge and appreciation of the world around them through the sacred geometry of mathematics in nature, plants and animals, architecture, the human body, art and artists.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

Classroom-based and outdoor learning: Accessing different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

A full list of the subjects available to our pupils can be found in [section 7](#) of this policy.

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

4. School ethos and aims

At Damers First School we strive to nurture an inclusive community of respectful, collaborative learners who are encouraged to constantly achieve their very best. We empower all learners to make valuable contributions both locally and globally and to enjoy and benefit from a lifelong love of learning.

The overall aims of the curriculum are to:

- To nurture a love of learning through curiosity, talent and creativity - doing our best to be our very best
- To develop a school climate that celebrates diversity of race, gender, culture and ability
- To demonstrate pride in our partnerships within our school and within the wider learning community
- To nurture confident and independent individuals who value themselves, others and the world around them.
- To provide a range of opportunities to challenge, extend and enrich the learning and lives of our children.

All of our aims are underpinned by our core values. Our values are very important to us and direct our work every day. They enable us to ensure that we continuously do our best for every child but also for all within and beyond our school community. We now focus on the meaning of these values from four distinct perspectives and our visual representation of these 'ripples' when we display a focus value, reminds us of the importance of looking at values through different lenses;

- Intrapersonal (what this value means to me personally)
- Interpersonal (how this value can be seen in my relationships with friends, family and familiar adults)
- Societal (how this value can be seen and shared within our communities)
- Global (what this value means and looks like in the wider world – global citizenship)

5. Organisation and planning

The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

Each school day will be split into two sessions and pupils will receive at least one break (lunch).

At Damers First School we believe that outdoor learning promotes the wellbeing and holistic development of a child, enabling them to develop self confidence, resilience and the ability to problem solve. It is our intention that every child develops a love for the outdoors and also to develop their knowledge about and place within their local environment and how to nurture and care for it.

Through outdoor learning, the children have the opportunity to experience learning in a different environment which is multisensory and often pupil led. Pupils have the opportunity to develop many skills through a hands-on and active approach. Pupils learn to assess and manage risk, develop a range of skills and also to problem solve, all whilst embracing the challenges and joys that the outdoor environment has to offer.

Lessons will use a range of adaptive teaching techniques that meet the needs of all learners.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically able pupils, e.g. completing additional work that is above the academic level of their peers.

Teachers will plan lessons to accommodate pupils of mixed ability, making cross-curricular links where possible.

A full list of subjects covered in school can be found in [section 7](#) of this policy.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with TAs and access to specialist resources and equipment where required.

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

6. Remote learning

Attendance at school is mandatory for all pupils; however, there may be circumstances where in-person attendance is either not possible or contrary to government guidance.

The school's Remote Education Policy sets out how education will be delivered if pupils cannot attend school in person.

7. Subjects covered

The school will have due regard to the national curriculum at all times throughout the academic year.

The school will have due regard for the 'Statutory framework for the early years foundation stage'.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science

- RE
- Relationships and health education

The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- ICT
- Design and technology
- Languages (at KS2)
- Geography
- History
- Music
- PE
- Sex education

Details of what is included in the curriculum for each subject can be found in a specific curriculum policy and overview for that subject. All of these are accessible via the [school website](#).

8. PSHE

Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.

At Damers we use the JIGSAW scheme of work to deliver our PSHE, supported by other events in the school year.

Jigsaw practises a mindful approach to PSHE and children are helped to think and reflect on their learning throughout the units of work. Children are encouraged to be aware of their thoughts and feelings, with no judgement. We believe this will enable them to become emotionally resilient and more able to act with consideration, choosing how they respond to situations not reacting as they are caught up in the emotion of the moment. The learning environment for these lessons develops a caring, nurturing atmosphere where children feel safe. Each class will develop their own Class Charter which ensures everyone is aware of the expectations during these sessions. We also enjoy a whole school “Healthy Week” when children experience a wide range of activities, such as, archery, tennis, yoga, forest school, cooking and many other activities linked with promoting healthy lifestyles and wellbeing.

The Jigsaw scheme of work also includes Sex Education. We believe that this is an important part of our PSHE work, ensuring that children are best prepared for living in today’s world. We make sure that parents are informed when their children will be doing this unit of work and offer opportunities to look at and comment on the material.

All provisions made regarding PSHE lessons will be made in line with the school’s PSHE Policy.

9. Reporting and assessment

Home learning will be challenging and assess pupils’ knowledge and understanding of concepts covered within lessons.

Homework will be set on a weekly basis in accordance with the school's Home Learning Policy.

Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting. Results of informal assessments will be recorded and reported back to the headteacher, pupils and pupils' parents.

Pupils will also complete national assessments. The results of these assessments will be reported back to the headteacher, pupils and their parents.

Assessment of pupils with EAL will take into account the pupils age, length of time in the UK, previous education and ability in other languages.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the school's Assessment Policy.

10. Equal opportunities

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

11. Supporting pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENDCO. The SENDCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

12. Extra-curricular activities

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities occur outside school hours and can include overnight stays both in the UK and abroad.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

All extra-curricular activities and trips will be planned and executed in accordance with the school's Extended Services Policy.

13. Monitoring and review

This policy is reviewed annually by the headteacher and the governing board.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

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| Date effective | June 2023 | Approval | LGB |
| Maintenance | SLT | Role/responsibility | Deputy Headteacher |
| Date of next review | June 2024 | Date of last update | June 2023 |