



Micklands Primary School

Primary Curriculum Policy

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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'

2. Roles and responsibilities

The governing body 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 body 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 body.
- 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.
- 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 their subject 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 SENCO 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 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 Micklands Primary School, our pupils, families, staff and governors share one vision: to be even better tomorrow than we are today.

We believe that an enjoyment of learning and a desire for knowledge and expertise are the foundation of education. Around the school, there are places of interest, challenge, wonder and reflection; all of which create a stimulating environment to inspire and enthuse.

Our curriculum is rooted in a progressive framework, designed to evolve with the ever-changing educational landscape. We are committed to fostering a dynamic learning environment that encourages critical thinking, creativity, and adaptability.

Embracing a holistic approach, we integrate outdoor learning experiences to enrich students' education. Through hands-on exploration in natural settings, our curriculum aims to instil a deep connection with the environment, promoting environmental stewardship and a sense of responsibility.

We strive to empower students with the skills and knowledge needed to thrive academically, socially, and ethically in a rapidly changing world.

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

4. School vision and aims

Our Vision:

At Micklands Primary School, our pupils, families, staff and governors share one vision: to be even better tomorrow than we are today.

We believe that an enjoyment of learning and a desire for knowledge and expertise are the foundation of education. Around the school, there are places of interest, challenge, wonder and reflection; all of which create a stimulating environment to inspire and enthuse.

In a culture of support, we celebrate diversity and help children to develop as individuals. Our teachers' consistently high expectations empower everyone to reach their full potential because we truly believe that every child can succeed. All achievements are celebrated to create a sense of pride and self-worth and, in turn, we expect everyone to show the same care and consideration that is shown to them.

We want children to leave Micklands as happy, well-rounded individuals who feel confident about the future and look forward to the opportunities and challenges it will bring.

All of these values are embraced in our school motto:

“Taking Pride, Aiming High”

Our Aims:

We aim to ensure that all children develop to their full potential and that we prepare them for the opportunities and experiences for adult life.

We aim to achieve this by providing high quality teaching and learning in a happy, inclusive community.

We aim to provide an education which places importance on the development of the whole child, academically, intellectually, physically, emotionally and socially.

We aim to provide a safe and happy environment that raises children's self-esteem and a balanced creative curriculum that develops the whole child.

We aim to have high expectations for behaviour and achievement. We work closely with the parents of children experiencing difficulties.

We aim to have a strong Governing Body who are committed to our vision and support and challenge us to achieve it.

We aim to provide equal opportunities for learning regardless of gender, culture, race, creed, sexual orientation or ethnic origin, where each person is valued and is made aware that they have the potential to make a positive contribution to the school.

5. Organisation and planning

Teachers will plan lessons to accommodate for pupils of mixed ability, making links to learning 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 often receive additional support – this will include dedicated time with adults and access to specialist resources and equipment where required.

TAs, where available, 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 Learning 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 subjects:

- English
- Maths
- Science
- RE
- PSHE (including Sex and Relationships Education)
- Art and design
- ICT
- Design and technology
- Languages (at KS2)
- Geography
- History
- Music
- PE
- Outdoor learning

Details of what is included in the curriculum for each subject can be found via the school website

8. Reporting and assessment

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

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 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.

9. 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.

10. 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 work regularly with adults on topics covered in lesson to ensure they do not fall behind their peers.

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.

11. 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.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the school will endeavour to adapt it so that the pupil can take part. Where personal finances prevent a child from taking part, the school will work with the family to help make participation possible.

12. Monitoring and review

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

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

The scheduled review date for this policy is November 2024.