



Curriculum Policy

Date Written / Reviewed	February 2025
Date of Next Review	February 2028
Headteacher	<i>R Swaby</i>
Chair of Governors	<i>M Hopkins</i>

Rationale

Delph Primary School is committed to improving outcomes for all pupils through delivering a curriculum which is dynamic, fun and meaningful in a safe, secure and stimulating environment with high standards and expectations. We are passionate about developing lifelong skills which will enable all pupils to be resilient, respectful, independent and successful citizens of the future. Our curriculum is in line with the 2014 National Curriculum. We aim to provide a broad, balanced and rich curriculum and offer a wide range of exciting and challenging activities and experiences to all pupils, irrespective of ability, background, ethnic origin or gender.

This policy should be read in conjunction with the Teaching and Learning Policy; English Policy; Maths Policy; Science Policy and Computing Policy.

Aims

The aims of the curriculum are to:

- Promote high standards in reading, writing and maths.
- Enable children to acquire knowledge and skills in Science.
- Enable children to be confident in the use of Computing.
- Promote social, spiritual, cultural and moral development.
- Promote physical and mental development and an awareness of the importance of a healthy lifestyle.
- Enable children to be aware of the importance of, and participate in, the arts and related cultural themes.
- Enable pupils to develop moral sensibility through carefully taught values and through school ethos.
- Develop the personal and social skills of each child.
- Provide equality of access and the opportunity for all pupils to make progress.
- Prepare pupils for the opportunities, responsibilities and experience of adult life.

The curriculum is planned carefully to provide continuity and progression, as set out in each subject progression grid. It promotes an enjoyment of learning and a commitment to learning and achieving.

Through the provision of rich and varied activities, we aim to:

- Encourage the best possible progress and the highest attainment for all pupils.
- Enable pupils to make connections across different areas of learning.
- Help pupils to think creatively and solve problems.
- Develop pupils' capacity to learn and work independently and collaboratively.
- Enable pupils to respond positively to opportunities, challenge and responsibility.
- Enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

Organisation of the Curriculum

- The curriculum is taught through a mixture of discrete subject sessions and cross-curricular topic teaching.
- A whole school enquiry-based topic plan sets the topics for each half-term for each year group, such that all year groups teach topics from the same curriculum area in the same half-term, e.g. Geography, History, etc.

- A topic plan shows the outline for each year group's half-termly topic, incorporating cross-curricular links where appropriate.
- The curriculum is designed to be as meaningful as possible through links to the local area and current events.
- The children are taught with their year groups with some children being withdrawn for small group support.
- Planning uses the framework of the National Curriculum. PSHE Ed, RE and RSE follow relevant schemes of work.

Enrichment

In creating a broad, balanced and rich curriculum, we feel it is desirable for pupils to have a range of experiences during their time at school. These could include: visits in the local area (including walks); visits beyond the local area to support topics; visits to school by experts; residential visits for Y5 and Y6; financial/enterprise experiences; school plays and concerts for performance experience; opportunities to learn to play a musical instrument (brass, strings, drumming, singing); involvement in charity events; opportunities for local community involvement.

The school offers a wide range of extra-curricular activities throughout the year, catering for pupils across the school. Examples of the types of activities offered include: a range of sports clubs, Film Club, Cooking Club, French Club etc.

Learning Environment

It is our intention that pupils feel safe, cared for and happy in their learning environment, so that it helps to build independence, confidence and the ability to persevere with learning challenges. We encourage our pupils to understand what it means to be a responsible citizen, taking care of their learning space and the local/wider environment. To support this learning development, we aim to have a learning environment that:

- Supports and reflects our school values and ethos.
- Is stimulating, engaging and motivating.
- Supports thinking and learning.
- Is creative and further inspires creativity.
- Challenges and extends thinking and learning.
- Celebrates pupils' work and learning.

Children with Special Needs and/or More Able

We aim to provide access and opportunity for all pupils who attend the school, as stated in our SEND policy. Our school strives to meet individual needs, initially through High Quality Teaching. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs.

If a child is working beyond the expectations for his/her year group, he/she will be given open-ended questions and tasks and encouraged to follow lines of thought independently, giving opportunities to demonstrate mastery of the curriculum.

Early Years Foundation Stage (EYFS)

Our curriculum planning in EYFS focuses on the Early Learning Goals and on developing children's skills and experiences. Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Reception class builds on the experiences of the children in their pre-school learning. We build positive partnerships through visits by the Reception class teacher to Delph Pre-school and to other feeder nurseries and through other professional liaison.

During the EYFS, the teacher/TA make continual observations of the children's progress. These assessments form an important part of the future curriculum planning. We understand all children need the partnership of parents / carers and teachers to make good progress in school. We strive to build positive links with the families of each child by keeping them informed about their child's progress through use of Tapestry.

Roles and Responsibilities

The Headteacher has the responsibility for the leadership of the curriculum and delegates responsibility to Subject Leaders and Class Teachers who:

- Ensure that the curriculum has progression and appropriate coverage.
- Are responsible for liaising with class teachers over the content and delivery of the curriculum.
- Evaluate and monitor standards in their subject, gathering pupil and staff feedback during the monitoring cycle.

Class teachers ensure that the curriculum is planned and taught and that the aims are achieved for their class.

The Assessment Leader ensures that the progress of each pupil is tracked and that there is appropriate challenge, support and intervention.

The Governing Board monitor the success of the curriculum at committee level and at whole Governing Body meetings through the Headteacher's report.

Data Protection Statement

The procedures and practice created by this policy have been reviewed in the light of our Data Protection Policy. All data will be handled in accordance with the school's Data Protection Policy.

Data Audit for the Curriculum Policy					
What?	Probable Content	Why?	Who?	Where?	When?
Pupil assessment data	Name D.O.B. SEND/PP Test data Teacher Assessment data	Monitor a child's progress and identify next steps Well-Being of Your Child	All Staff (as necessary)	Staff electronic records Paper tests are stored within locked office cupboards during statutory test timelines. Data is deleted / shredded as necessary	Held on File throughout a child's time at school Key data is passed onto a new School when moving on Some data is archived until the child is 25 (e.g. SEND pupil)

As such, our assessment is that this policy:

Has Few / No Data Compliance Requirements	Has A Moderate Level of Data Compliance Requirements	Has a High Level of Data Compliance Requirements
	✓	