



**ST LEONARD'S CE PRIMARY ACADEMY**  
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## St Leonard's CE Primary Academy Curriculum Policy 2017-19

This policy should be taken and used as part of St Leonard's CE Primary Academy's overall strategy, and implemented within the context of our vision, instrument of government aims, and values of a Church of England Academy. St Leonard's is a Church of England Primary Academy which celebrates a love of God and puts the Christian ethos at the centre of all that it does.

### 1 Introduction

1.1 The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the academy organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

### 2 Values

2.1 Our academy curriculum is underpinned by the values that we hold dear at our academy. The curriculum is the means by which the academy achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

2.2 Our academy is in full agreement with the values statement included in the introduction to The National Curriculum Handbook for Primary Teachers in England. These are the main values of our academy, upon which we have based our curriculum:

- We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth
- We value the importance of each person in our community. We organise our curriculum so that we promote co-operation and understanding between all members of our community



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- We value the rights enjoyed by each person in our society. We respect each child in our academy for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our academy
- We value our environment, and we aim, through our curriculum, to teach respect for our world, and how we should care for it for future generations, as well as our own

### **3 Aims and Objectives**

**3.1** The aims of our academy curriculum are to:

- enable all children to learn and develop their skills to the best of their ability
- promote a positive attitude towards learning, so that children enjoy coming to academy, and acquire a solid basis for lifelong learning
- teach children the basic skills of literacy, numeracy and information technology (ICT)
- enable children to be creative and to develop their own thinking
- teach children about their developing world, including how their environment and society have changed over time
- help children understand Britain's cultural heritage
- enable children to be positive citizens in society
- fulfil the requirements of the National Curriculum and the Locally Agreed Syllabus for Religious Education
- teach children to have an awareness of their own spiritual development, and to understand right from wrong
- help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others

### **4 Organisation and Planning**

**4.1** We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

**4.2** With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. As we have adopted the National Literacy and Numeracy Strategies for our academy, we take our medium-term planning directly from the guidance documents. We use the QCA schemes of work for much of our medium-term planning in the foundation subjects.

**4.3** Our short-term plans indicate what will be taught on a weekly basis and are adapted from the medium term plans. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

**4.4** In the Foundation Stage we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the statutory early learning goals, and planned progression in all curriculum areas.

**4.5** At Key Stage 1 and 2 the core and foundation subjects are mainly taught in such a way as to allow pupils to make connections between subject areas. Over the three terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

### **5 Children with Special Needs**

**5.1** The curriculum in our academy is designed to provide access and opportunity for all children who attend the academy. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents/carers of the child have been consulted.

**5.2** If a child has a special need, our academy does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If a child

displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. If a child's need is more severe, we consider the child for a statement of special needs, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support for children with special needs.

- 5.3** The academy makes provision for each of the children who are on the special needs register. We set out the nature of the special need, and outline how the academy will aim to address the need. We also set out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

## **6 The Early Years Foundation Stage**

- 6.1** The curriculum that we teach in the reception class meets the requirements set out in the revised National Curriculum for EYFS. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

- 6.2** Our academy 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-academy learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-academy providers in the area.

- 6.3** During the children's first term in the reception class, their teacher makes a baseline assessment to record the skills of each child on entry to the academy. This assessment forms an important part of the future curriculum planning for each child.

- 6.4** We are well aware that all children need the support of parents/carers and teachers to make good progress in academy. We strive to build positive links with the parents/carers of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

## **7 Key skills**

- 7.1** The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication
- application of number
- information technology
- working with others
- improving own learning and performance
- problem-solving

- 7.2** In our curriculum planning we highlight these skills, so that the children's progress in all of these areas can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our academy believes that all children need to make good progress in these skill areas in order to develop to their true potential.

## **8 The Role of the Subject Leader**

- 8.1** The role of the subject leader is to:

- provide a strategic lead and direction for the subject
- support and offer advice to colleagues on issues related to the subject
- monitor pupil progress in that subject area
- provide efficient resource management for the subject

- 8.2** It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the academy and plan for improvement. This development planning links to whole academy objectives. Each subject leader reviews the curriculum plan for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

## **9 Monitoring and Review**

- 9.1** Our governing body's curriculum committee is responsible for monitoring the way the academy curriculum is implemented. This committee reviews each subject area in its bi-annual cycle of review and development.
- 9.2** We have named governors for all areas of the academy curriculum. The governors liaise with the subject leaders of these areas, and monitor closely the way the academy teaches these subjects.
- 9.3** The Head Teacher is responsible for the day to day organisation of the curriculum. The Head Teacher ensures that all classes are taught the full requirements of the academy Curriculum, and that all lessons have appropriate learning objectives.
- 9.4** Subject leaders monitor the way their subject is taught throughout the academy. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.