Baslow St-Anne's Church of England Curriculum Policy

Growing healthy minds and hearts together

"Life in all its fullness"

Version/ Issue	Date	Author	Minute Number	Reason for Change
2	**Nov 2014**	**M Clark**		**New National Curriculum**
3	Nov 2018	M Clark		Updated to curriculum review and revised vison and aims
4	October 2021	M Clark	04/C&S/10/21	Updated EYFS Framework + additional information
5	March 2025	M Clark	06/C&S/1025	No changes
6	September 2026	M Clark	06/C&S/0926	No changes

Principles and Values

At Baslow St. Anne's Church of England Primary School we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian values that underpin all that we do – respect, kindness and diversity. We believe that our children and staff should lead 'a life in all its fullness', nurturing our vision of growing healthy minds and hearts together. We strive to ensure this is in place to enable every child to achieve their full potential and be prepared for their next step in life.

Our school is in full agreement with the values statement included in the introduction to The New National Curriculum for England 2014:

- 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, mental health and well-being 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.
- We value the rights enjoyed by each person in our society. We respect each child in our school for who they are, and we treat them with fairness, honesty and respect. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.
- 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.
- We value dignity and the opportunity for children to be encouraged and given the opportunity for advocacy of change

1 Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development to prepare our children ready for their next step in their learning journey and ultimately for the 21st Century and life. Our curriculum is designed to enable all of our children to be fully included and to 'live their life in all its fullness', alongside nurturing healthy minds and a healthy lifestyle. It includes not only the formal requirements of the New National Curriculum, but also an exciting curriculum and range of extra-curricular activities that the school organises in order to enrich the experience of the children. We aim to teach children how to grow into positive, responsible people, who can work

and co-operate with others, recognising that we are all different, while developing knowledge and skills, so that they achieve their true potential and ultimately live their life in all its fullness.

3 Aims and objectives

The aims of our school curriculum are:

- To underpin our teaching and learning with our Christian values nurturing each individual to live their life in all its fullness
- To enable children to have an understanding and compassion of our diverse world
- to enable all children to learn and develop their skills to the best of their ability
- to empower our children to have the confidence to make a bigger difference to the world that they live in – advocacy of change
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning
- to teach children the fundamental and core skills and knowledge and widen their skills, interest and enthusiasm through an enriched varied coverage of the curriculum
- to enable children to be creative and to develop their own thinking
- to teach children about their developing world, including how their environment and society have changed over time
- to help children understand Britain's cultural heritage and 'what makes us British'
- to enable children to be positive citizens in society
- to fulfil all the requirements of the New National Curriculum and the Agreed Derbyshire syllabus for Religious Education
- to teach children to have an awareness of their own spiritual development, and to understand right from wrong
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all
- to enable children to have respect for themselves and others and have high self-esteem, and to be able to live and work co-operatively with others
- to teach our children the key skills of life through our Enterprise curriculum and the key skills associated with this

4 Organisation and planning

We plan our curriculum in three phases. We agree a long-term plan for each key stage and EYFS. 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.

With our medium-term plans, we give clear guidance on the learning intentions and teaching strategies that we use when teaching each topic. Our medium-term planning ensures that the objectives to be covered for a particular year group and term are covered. We use a range of resources to support our medium-term planning.

In the Foundation Stage and at Key Stage 1, we plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the New National Curriculum, Early Learning Goals and revised EYFS Framework 2021, and there is planned progression in all curriculum areas.

5 Children with special needs and disability (SEND)

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in conjunction with the parents of the child.

If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the new SEND Code of Practice in providing for children with special needs and disability. If a child displays signs of having special needs, his/her teacher makes an assessment of this need, draws up an Individual Support Plan (ISP) and where needed works in conjunction with outside agencies for support and guidance where relevant. 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 an Educational, Health and Care Plan, and we involve the appropriate external agencies when making this assessment. We always provide additional resources and support as appropriate for children with additional needs.

The school provides an Individual Support Plan (ISP) for each of the children who are on the special needs register. This sets out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals. Interventions and support are mapped out by the school on the Provision Map which is reviewed regularly.

6 The Foundation Stage

The curriculum that we teach in the Reception Class (EYFS 2) meets the requirements set out in the revised EYFS Framework 2021 and

Development Matters. Our curriculum planning focuses on the Early Learning Goals and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the Class 1 builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of pre-school providers in the area.
The Government's baseline is completed within the first six weeks and during the children's first term in class 1, their teacher makes an initial baseline assessment. This assessment forms an important part of the future curriculum planning for each child and forms the baseline to track their progress from.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents 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

In our curriculum planning we ensure key skills are taught and embedded, so that the children's progress in all of these key skill and are monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in key skill in order to develop to their true potential.

8 The role of the subject leader

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
- ensure CPD is kept up to date.

The school gives subject leaders non-contact time as and when this is needed to successfully lead the subject, so that they can carry out the necessary duties involved with their role. 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 school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for

their subject, ensures that there is full coverage of the New National Curriculum and that progression is planned into schemes of work.

9 Monitoring, Scrutiny and review

Our governing body's curriculum committee is responsible for monitoring and scrutinising the way the school curriculum is implemented.

We have a Key Role Special Needs Governor alongside other Key Role Governors. The governors work together on the priorities in the School Improvement Plan and liaise with the Headteacher and subject leaders of these areas, and monitor closely the way the school teaches these subjects.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher monitors plans and the teaching and learning for all teachers, ensuring that all lessons have appropriate learning intentions, are implemented effectively for all and have strong outcomes.

Subject leaders monitor the way their subject is taught throughout the school. 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. For the core subjects of English and maths the subject leaders triangulate their scrutiny of their subject area through observation, work scrutiny and pupil interviews, alongside internal and external moderation.

Policy reviewed by M Clark
November 2014
November 2018
October 2021
March 2025
September 2026