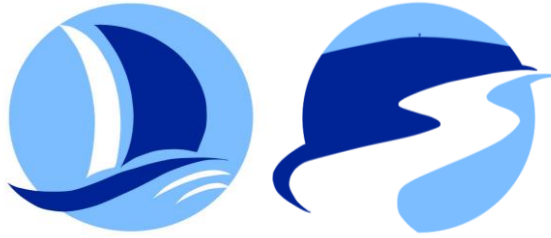


**The Federation of the Church Schools
of Shalfleet and Freshwater &
Yarmouth**

Together for a Brighter Future



CURRICULUM

**A STATEMENT OF
GUIDANCE**

Approved by	CW/TG
Portfolio	Standards
Approved on	Autumn 2025
Review date	Autumn 2028
Review Cycle	3 Year

Signed _____ **Date** _____

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1. Curriculum aims

At the Federation of the Church Schools of Shalfleet and Yarmouth, we aim to meet the needs of all the children through a broad, balanced and exciting curriculum that encourages success. We aim to provide the children with an education that is 'right' for them; to celebrate and immerse them in the culture of the Island in which they live and to broaden their cultural understanding through visits to the mainland and providing them with topics which will challenge their thinking. We provide opportunities for children to experience a sense of achievement within all areas of the curriculum. We are committed to providing a high-quality education where all children have the opportunity to achieve their full potential in a happy, caring and inclusive environment. Raising the attainment of children across all areas of the curriculum is central to our teaching. We actively promote and encourage a healthy lifestyle.

Our curriculum aims/intends to:

- Provide children with knowledge and skills to become confident individuals, independent learners and responsible citizens both locally and globally
- Prepare children for the opportunities and responsibilities and experiences of later life
- Engender an appreciation of human creativity and achievement
- Provide real life experiences and contexts
- Celebrate the diversity of our world
- Allow and encourage personalised learning
- Nurture the whole child
- Provide spiritual, moral, social and cultural development

These curriculum aims are underpinned by our Christian values:

Respect, relationships and resilience:

- Our curriculum promotes respect through the wide variety of topics that have links to respecting other cultures and people from different backgrounds as well as the environment around us.
- Our curriculum promotes strong relationships through collaborative working and through the exploration of how relationships with others shape different elements of many subjects such as historical events, conversation in French and teamwork in PE.
- Our curriculum promotes a resilient attitude by being designed around challenge but with steps put in to ensure children achieve success, celebrating any mistakes along the way.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- › A robust framework is in place for setting curriculum priorities and aspirational targets
- › Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- › Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- › The school implements the relevant statutory assessment arrangements
- › It participates actively in decision-making about the breadth and balance of the curriculum
- › It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- › All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- › The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- › Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- › They manage requests to withdraw children from curriculum subjects, where appropriate
- › The school's procedures for assessment meet all legal requirements
- › The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- › The governing board is advised on whole-school targets in order to make informed decisions
- › Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Subject Leads:

- Will ensure that individual objectives, linked to their subject, are being covered across each year group. Keeping a portfolio of evidence to show this with planning and work examples.
- To monitor and support with the teaching of their subject across each year group.
- Will keep resources relevant to their subject up to date.
- To keep up to date with the latest CPD around their subject, updating approaches to the subject and disseminating this amongst the rest of the teaching staff.

Teaching Staff:

- Will ensure they are competing medium term plans that focus on teaching the objectives relevant to the curriculum of each subject.
- Medium term plans for every subject are written to ensure that they address any provision for extending or support specific children who need this (SEN, for example)
- Will assess termly the children's progress in all the foundation subjects (half termly for core subjects)
- Will capture evidence of learning in their subject half termly and upload this to the relevant subject's Google Drive folder.

4. Organisation and planning

The following outlines how our curriculum is structured and planned for in order to deliver each subject to a high standard:

- Vital to our curriculum organisation are our federation learning principles (that are underpinned by our Christian values). The learning principles are the 8 areas that expected to run through every school years' curriculum work across the year. These include:
 - Coherent learning links and pathways
 - Strong working partnerships
 - High quality outcomes, deep learning
 - Valuing all children, learning is accessible to all
 - Challenging, engaging and motivating
 - Opportunities for memorable experiences
 - Promotes independence and curiosity
 - Broad, relevant and balanced – Local, Mainland, Global

Teachers are expected to show these principles within the children's learning when creating their plans for the term. A detailed explanation of each principle can be read in our curriculum policy.

Every subject has a front cover that explains how it meets each principle, as well as how its intent provides cultural capital. An example of a front cover can be seen in our curriculum policy.

- The curriculum is broken into components which include the elements that make up our curriculum such as lessons, topics, events and more. It is within these where a range of teaching for learning techniques are incorporated such as skilful instruction, coaching and facilitating, and flexible and responsive teaching strategies. The approaches to achieve a successful implementation of the curriculum are reflected within our progression maps and planning models where the key sequences of learning are made clear and progression is planned upon from previous school years and flexible inclusion strategies are made clearer through reflection on prior assessment.
- We will know successful learning has taken place within these subject areas from the following criteria:
 - Positive relationships and interactions
 - Appropriate learning opportunities understood by pupils
 - Children understand how to be successful

- Oral and written feedback that has impact
- Dialogic talk and rich questioning
- Developing meta-cognition
- Moderation underpins standards
- Effective use of assessment driving tailored learning
- Target setting and reviews

The successful impact of our curriculum will be able to be measured through the following:

- High achievement and outcomes for all across the curriculum
- Good behaviour, positive attitudes and high attendance
- Teaching that is engaging and consistently good for all
- Motivated teams and a positive learning culture
- Confident, kind, respectful and determined learners

Whilst these are all areas that can be monitored by subject and curriculum leaders, these are features that will be seen embedded within our school culture and will be visible whenever walking into a classroom or around the school. Our curriculum will have high reaching positive outcomes outside of just learning and will look to shape the individuals who walk into our school each day.

› Linking with other policies, are curriculum covers:

- Relationships and sex education – This is covered within PSHE lessons and delivered at appropriate levels as per the children’s age. This is set out in more detail in our Relationships and sex education policy.
- Spiritual, moral, social and cultural development – These are planned into each subject with opportunities for this development coming through lessons, experiences, trips, events and other areas which are outlined in more detail in our SMSC policy.
- More detailed information on the following subjects can be found in their respective policies: computing, English, calculation (maths) MFL, PE, RE and science.

- › At the beginning of each school year, teachers complete a long-term plan for the year outlining the subject topics they will be covering, these are then expanded upon in medium-term plans for each subject created at the start of each term which make clear the individual lesson objectives, content and support provision.
- › To support the delivery of the curriculum, subject leads will have resourced appropriate resources that enable teachers to effectively teach the relevant objectives for each subject. These resources include, but are not limited to: books, subject specific resources (such as art equipment), schemes of work (such as Kapow Primary for music), technology-based resourced (such as BeeBots for computing). Subject leads are responsible for auditing and updating these, when relevant.
- › See our EYFS policy for detailed information on how our early years curriculum is delivered.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- › Pupils working towards greatest depth
- › Pupils with low prior attainment
- › Pupils from disadvantaged backgrounds
- › Pupils with SEN
- › Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality and objectives, and in our SEN policy.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Portfolio presentations
- Reviews of progression maps
- Reviews of portfolios
- Reviews of glossaries
- Reviews of action plans
- Reviews of relevant policies/guidance
- Receiving and reviewing monitoring reports from subject leads

Subject leaders monitor the way their subject is taught throughout the school by:

- Completing work scrutiny
- Completing monitoring reports
- Learning walks
- Capturing pupil voice
- Evaluating work through their portfolios in line with progression maps
- Working on and evaluating their action plans
- Analysing curriculum assessments

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This statement will be reviewed every 3 years by the headteacher, curriculum lead and governors. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality statement and objectives
- MFL policy
- PE policy
- RE policy
- Relationships & Sex Education policy