



Chapel St Leonards Primary School Curriculum Policy

At Chapel St Leonards Primary School we define the curriculum as: "All of the planned activities that are organised in order to promote learning and personal growth and development".

Our Mission



Our School Values

Our curriculum is also heavily influenced by our school Star Rules. These are part of the 'fabric' of our school and run through every aspect of school life. As a school community we are committed to these values and use every available opportunity to promote them:

C - Care for Others and your environment

- Treat your classmates, teachers, and staff with kindness and respect. Help and support one another. Use kind words and actions. Respect the school environment

H - Honesty is Key

- Always tell the truth and be open about your thoughts and actions. Honesty builds trust and respect.

A - Always Do Your Best

- Try your hardest in everything you do, whether it's learning, playing, or helping others.

P – Positive & Respectful Attitude

- Approach challenges with a smile and stay optimistic. A positive mindset helps you grow and learn.

E - Enjoy Learning

- Be curious, ask questions, and embrace new knowledge and challenges with excitement and enthusiasm.

L - Listen and Follow Instructions

- Pay attention, listen carefully, and follow directions so everyone can learn and stay safe.

Our Curriculum Intent

The intent of our curriculum is to provide a knowledge rich, broad and balanced education. This will enable the growth of spiritual, moral, social, cultural and physical development now and in our pupils' lives beyond their time at Chapel St Leonards Primary School. Our curriculum celebrates success of all pupils and is underpinned by our school rules of kindness, honesty, always doing our best, positive and respectful attitudes, enjoying our learning and listening and following instructions to build aspirational and well-rounded young citizens.

Implementation of the Curriculum

At Chapel St Leonards Primary School, our curriculum is planned to ensure all subjects are taught and have equal importance. Our curriculum uses the National Curriculum as well as evidence-based research via the EEF and Ofsted subject reviews as a base to be built upon. Subject planning is structured with key knowledge distributed into strands within each subject; this knowledge has been organised across each year group to ensure that all strands are taught and re-visited in a progressive manner.

It is an expectation that all classes/ year groups have taught all the content outlined within our curriculum framework by the end of that academic year. Our approach allows for some flexibility in the delivery of our curriculum. For example, in some weeks children may not study History but would instead focus on Geography. During other weeks, the opposite may be true, and then in some weeks there may be a balance across both the subjects. This allows for content to be repeated and revisited at various points during the term to ensure that knowledge is transferred into long-term memory.

This flexibility encourages teachers to make decisions based on their ongoing assessments, so that they can adjust their curriculum accordingly.

We see the local community as an invaluable asset to our children's learning, so we thread these links into the curriculum throughout each year group. Using the outdoors as a classroom as well as being a 'beach school' is fundamental to our values and this can be school based or with enrichment visits to other locations. Trips, experiences and experts are all vital to the enhancement of the learning opportunities we offer our children.

Impact of the Curriculum

We want to instil in our children a love of learning and an understanding that the learning is part of a journey they are on. We want them to feel safe, to express and celebrate their learning achievements and recognise their own personal and academic growth.

How we know we are successful in this is through:

- Teacher assessment – through ongoing questioning, dialogue, verbal and written feedback, quizzes, practical tasks, day to day work, reasoning and end of unit activities.
- Opportunities to revisit and recall key knowledge until this is consolidated into long term memory.
- Voice – pupil questionnaires, self and peer assessment, school council and learning dialogue in the classroom.
- Feedback – parent questionnaires, parent drop ins, parent/teacher meetings, informal meetings before and after school, parent governors
- Analysis – internal with SLT, subject leadership, pupil progress meetings, governors, external data (SATS)
- Quality Assurance – lesson observations, drop ins, learning walks, book looks, subject 'deep dives' (internal and external)
- Attitudes to Learning – children engaged and inspired by their learning
- Respect – visibly demonstrated through our school environment, their work, interactions, moral responsibility, spirituality
- Participating in Community – proudly representing their school in music festivals, School Council, intergenerational events, sports tournaments, Arts mark work, community events and invited guests.

The impact of what we do and what the children achieve cannot always be measured in data. We consider our children as individuals who will need to leave school as secondary ready, having enjoyed and

embraced their learning experiences along the way becoming a Chapel Star.

The Early Years Foundation Stage

In line with the Early Years Foundation Stage Framework 2024 our curriculum is structured within the seven areas of learning which are all interconnected. These areas include three Prime Areas, Personal, social and emotional development (PSED), Communication and language (CL), and Physical development (PD) and four Specific Areas Literacy, Mathematics, Understanding the World and Expressive Arts and Design.

Another further key element of the Early Years Foundation Stage is the Characteristics of Effective Teaching and Learning. This focuses on the different ways that children learn, and we support the children to identify this during our purposeful play sessions. We constantly observe, assess, teach and provide opportunities for our children to develop their learning at Chapel St Leonards Primary School. We are fortunate to have a large outside area that the children have free-flow access to during their purposeful play sessions.

SEND

The curriculum in our school is designed to provide access and opportunity for all children who attend the school, and adaptations are made to meet the needs of all of our children. We comply with the requirements set out in the SEND Code of Practice in providing for children with special needs. Our SEND team support teachers in addressing individual pupil's needs. In most instances our teachers can provide resources and educational opportunities which meet the child's needs as part of Quality First Teaching. If a child's need is more complex, we involve the appropriate external agencies and consider if there is a need for an Education, Health and Care Plan (EHCP) when making this assessment.

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

Roles and Responsibilities

The Local School Board will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. They will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets

- Chapel St Leonards is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

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 Local School Board
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- Local School Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The Local School 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

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

- The Assistant Headteacher and Curriculum Lead is responsible for overseeing the curriculum in school. CPD for subject leaders is up to date and this is shared across the staff to ensure they are skilled to teach all subjects.
- Subject leaders will ensure all aspects of their subject are being taught, as well as check for progression of knowledge, links to prior learning and subject specific vocabulary. They will ensure that there are appropriate and up-to-date schemes of work and subject resources available to support teachers. Subject leaders will create action plans

to address areas for development and ensure that they keep their subject knowledge and expertise up-to date through regular research and training. They will also conduct monitoring and scrutiny activities as part of this process, feedback on which is shared on an appropriate level e.g. whole staff meeting or one to one.

Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010, and the National Curriculum programmes of study which we have chosen to follow.

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.

This policy will be reviewed annually by the Headteacher and will be approved by the Local School Board.