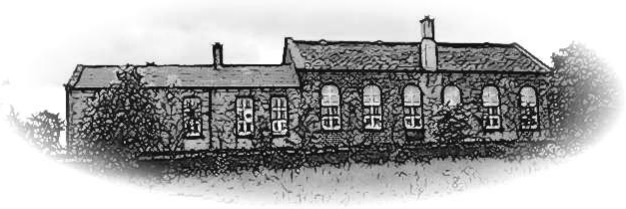
Scapegoat Hill J & I School



Scapegoat Hill Junior and Infant School
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Curriculum Policy

Approved by: Miss Natalie Shackleton
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1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Promote the learning and development of our youngest children and make sure they are ready for Key Stage 1

These curriculum aims are underpinned by our values:

Aspiration, Respect and Compassion

- Our school values effective teamwork, so our curriculum provides plenty of opportunities for collaborative working
- Our school values the importance of diversity and respect, so our curriculum promotes co-operation and represents diverse voices

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 maintained schools governance guide.

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 make sure 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 pupils 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 pupils with SEN

3.3 Other staff

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

4. Organisation and planning

At Scapegoat Hill Junior and Infant School, our curriculum is based on the requirements of the National Curriculum (2014) and the Early Years Foundation Stage Framework. It is designed to be broad, balanced and ambitious, enabling all pupils to develop the knowledge, skills and understanding needed for future learning and life beyond primary school.

As a small school with mixed-age classes, our curriculum is carefully structured to ensure full coverage of the National Curriculum whilst meeting the needs of our pupils and local community. Learning is sequenced progressively so that pupils build on prior knowledge and develop increasing depth of understanding across all subjects.

Subject leaders have identified the key knowledge, concepts and skills from the National Curriculum that pupils need to learn. These are mapped progressively across year groups to ensure clear progression and avoid unnecessary repetition within mixed-age classes.

Learning is delivered through:

- Explicit teaching and modelling
- Retrieval practice to strengthen long-term memory
- Practical and investigative learning opportunities
- Discussion and questioning
- Educational visits and enrichment activities
- Cross-curricular opportunities where appropriate
- Curriculum maps and progression documents ensure that pupils revisit and build upon important knowledge over time.

Meeting Local Needs

Whilst firmly rooted in the National Curriculum, the curriculum is adapted to reflect the needs of our pupils and community. As a small rural school, we place particular emphasis on:

- Developing strong literacy and communication skills
- Promoting aspiration and cultural capital
- Physical and mental wellbeing
- Community involvement and responsibility
- Preparing pupils for life in modern Britain
- The curriculum provides opportunities for children to learn about both their local area and the wider world.

English

English is taught in line with the National Curriculum programmes of study for reading, writing, spoken language, spelling, grammar and punctuation.

The school does not follow a published writing scheme. Instead, teachers use high-quality texts, model texts, films and real-life experiences to inspire writing. Writing is carefully planned to ensure coverage of National Curriculum expectations and includes a range of fiction, non-fiction and poetry.

Teaching approaches include:

- Teacher modelling and shared writing
- Editing and redrafting
- Vocabulary development
- Purposeful writing opportunities
- Explicit grammar instruction

Mathematics

- Mathematics is delivered through:
- White Rose Maths Version 3
- White Rose Infinity
- White Rose Infinity Plus

These resources support mastery approaches outlined within the National Curriculum and develop fluency, reasoning and problem-solving skills.

Additional resources include:

- Times Tables Rock Stars
- White Rose assessments and practice materials

Foundation Subjects

These subjects are planned in line with the National Curriculum and are carefully sequenced to ensure pupils build their knowledge and skills progressively over time. Learning is designed around clearly identified substantive knowledge (the facts, concepts and content pupils need to know) and disciplinary knowledge (how pupils think and work as historians, geographers, artists and designers).

Units are structured so that new learning builds on prior knowledge, enabling pupils to make connections, deepen their understanding and apply their learning in increasingly sophisticated ways. Through this approach, pupils develop a secure body of knowledge alongside the subject-specific skills needed to investigate, question, evaluate, create and think critically within each discipline.

Religious Education

Religious Education follows the Pennine Learning RE Syllabus and reflects local agreed requirements. RE enables pupils to develop knowledge and understanding of a range of religions, beliefs and worldviews whilst promoting respect and tolerance.

Physical Education

Physical Education is delivered through Beyond the Physical, which supports the school in providing a broad, balanced and progressive curriculum that meets the requirements of the National Curriculum. Through PE, pupils develop physical competence, confidence, teamwork, resilience, leadership skills and an understanding of the importance of healthy, active lifestyles.

Teaching is informed by the Beyond the Physical scheme and is enriched through partnerships with organisations such as the Pennine Sports Partnership. These partnerships provide pupils with opportunities to participate in a wide range of competitive sporting events, festivals and performance arts activities throughout the year. Such experiences help to promote inclusion, enhance physical development, build confidence and encourage positive attitudes towards sport, physical activity and personal achievement.

Relationships and Health Education

The school meets all statutory requirements for Relationships Education and Health Education.

Learning is delivered through:

- Coram Life Education
- POL-Ed

Pupils learn about:

- Healthy and respectful relationships
- Mental wellbeing
- Physical health and fitness
- Online safety

- Keeping safe
- Respect for others
- Citizenship and responsibilities

Further information can be found in the school's Relationships and Health Education Policy.

Spiritual, Moral, Social and Cultural Development (SMSC)

SMSC development is embedded throughout the curriculum and wider school life. Pupils are taught to:

- Reflect on their own values and beliefs
- Understand right and wrong
- Develop respect and empathy for others
- Appreciate different cultures and traditions
- Contribute positively to society

SMSC is promoted through lessons, assemblies, educational visits, pupil leadership opportunities and enrichment activities.

British Values

The school actively promotes British Values through its curriculum, policies and daily practice. Pupils develop an understanding of:

- Democracy
- The Rule of Law
- Individual Liberty
- Mutual Respect
- Tolerance of Different Faiths and Beliefs

EYFS

See our EYFS policy for 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:

- More able pupils
- 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 they will make sure 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 information and objectives, and in our SEN policy and information report which are available on our school website.

6. Monitoring arrangements

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

- Regular Headteacher reports on curriculum development, pupil attainment and progress.
- Meetings with subject leaders to discuss curriculum provision, priorities and outcomes.
- Link governor visits focused on specific curriculum areas.
- Learning walks and visits to observe the curriculum in action.
- Discussions with pupils to evaluate their knowledge, understanding and experiences of learning.
- Meetings with the school council and other pupil groups to gather pupil voice.
- Scrutiny of curriculum documentation, including curriculum maps, subject action plans and assessment information.
- Review of pupil outcomes and progress data.
- Attendance at school events, performances and educational visits which showcase the wider curriculum.
- Monitoring of statutory requirements, including Relationships and Health Education, safeguarding and equality duties.
- Through these activities, governors provide both challenge and support to school leaders, ensuring that the curriculum remains ambitious, well-sequenced, inclusive and effective in meeting the needs of all pupils.

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

Senior leaders and subject leaders monitor the curriculum regularly to ensure that it is delivered consistently, remains ambitious and enables pupils to acquire and retain the intended knowledge and skills.

Monitoring activities include:

- Planning scrutinies to ensure curriculum coverage, progression and appropriate challenge.
- Book scrutinies to evaluate the quality of learning, progression of knowledge and skills, presentation and feedback.
- Learning walks to observe curriculum implementation across subjects and classes.
- Lesson visits and observations to evaluate the effectiveness of teaching and learning.
- Pupil voice activities, including discussions with pupils about what they have learned and remembered.
- Subject leader monitoring and review of curriculum areas.
- Assessment analysis, including attainment, progress and achievement of different groups of pupils.
- Moderation of pupils' work within school and, where appropriate, with other schools.
- Reviews of curriculum maps, progression documents and medium-term planning.
- Monitoring of intervention programmes and their impact.
- Evaluation of educational visits, visitors and enrichment opportunities.
- Parent and pupil questionnaires and feedback.
- Professional dialogue with staff during meetings and performance management discussions.

Leaders use the information gathered through these activities to identify strengths, address areas for development and ensure that the curriculum is implemented effectively across the school.

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

This policy will be reviewed every year by the Headteacher, subject leaders and the governing body. 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
- SEN policy and information report
- Equality information and objectives
- Relationships' and Health Education Policy

Policy Implemented	September 2026	Headteacher/Subject Leaders/Governors
Policy Reviewed		
Policy Reviewed		