

Curriculum Policy



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1. Curriculum aims

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that's 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 ensure they are ready for Key Stage 1

These curriculum aims are underpinned by our values:

- | | | | |
|-------------|------------------|---------------------|-----------------|
| • Work hard | • Concentrate | • Understand others | • Push yourself |
| • Imagine | • Try new things | • Don't give up | • Improve |

All of the above come together to form our overarching guiding principles; that our curriculum is intended to help children:

- **Grow** character
- **Create** beautiful things
- **Achieve** high standards

2. Legislation and guidance

This policy largely reflects the requirements of the [National Curriculum programmes of study](#), (England) while meeting the requirements of the Isle of Man's 'Essentials for Learning' guidance.

It also reflects requirements for inclusion and equality as set out in the AEN Code of Practice (Isle of Man 2014) and Equality Act (Isle of Man, 2017)

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](#) (England)

3. Roles and responsibilities

3.1 The school governors

- The governing board will monitor the effectiveness of this policy and its implementation targets by ensuring it is a regular agenda item for meetings.

The governing board will also work with the headteacher to ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational outcomes
- Proper provision is made for pupils with different abilities and needs, including children with additional educational needs (AEN)
- It is kept informed of decision-making processes about the breadth and balance of the curriculum

3.2 Headteacher

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

- All 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
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the usual school curriculum and the provision of an alternative learning program
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment are robust, appropriate and effective
- The governing board is kept informed about 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 AEN

3.3 Other staff

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

4. Organisation and planning

- Bunscoil Rhumsaa's curriculum is predominantly based on the Cornerstones Curriculum, which is adapted and supplemented to meet our local needs and context
- The curriculum is planned and implemented through a project-based, thematic approach and provides children with a range of rich learning experiences
- Knowledge and skills are taught in a sequenced way that allows children to build on prior learning as they move through the school

- English is taught throughout the whole curriculum, with each project including a wealth of ambitious reading and writing materials. English is a core subject and is at the heart of our curriculum. Each project covers a range of reading and writing genres and, where appropriate, links to other areas of the curriculum.
- Spoken language is promoted throughout the curriculum and across all subjects.
- Spelling, vocabulary, grammar and punctuation are promoted throughout all writing opportunities, with each year group following a specific programme.
- Mathematics is also a core subject and is taught discretely using White Rose Maths, a whole school maths mastery programme. However, where relevant, mathematics is linked to ongoing project work.
- Science is fully covered throughout the curriculum.
- Our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects. Projects last either a half or full term. In some cases, projects may be for a shorter period – for example, during a science or art week
- Some subjects are also taught in discreet lessons: Maths, Science, Phonics, PE and PSHE
- Mathematics is also a core subject and is taught discretely using White Rose Maths, a whole school maths mastery programme. However, where relevant, mathematics is linked to ongoing project work.
- For Music, ICT and PSHE the school uses the ‘Kapow!’ scheme
- Phonics is taught using the ‘Monster Phonics’ scheme
- The foundation subjects (history, geography, design and technology, art and design, and music) are integrated into each project and provide enrichment across the curriculum.

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 AEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with AEN 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 information and objectives, and in our AEN policy and information report.

6. Monitoring arrangements

The school monitors coverage of the curriculum subjects through, for example:

- Learning walks carried out by the senior management team
- Book scrutiny
- Checking long and medium-term planning
- Classroom observations

This policy will be reviewed annually by the headteacher. At every review, the policy will be shared with the governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- AEN policy
- Equality information and objectives