



Vaughan Primary School

Curriculum Policy

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Statement of intent

At Vaughan Primary School, we value pupils' education and aim to provide a broad and balanced curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society, enabling pupils to embrace the world around them, and encourages adherence with the fundamental British values. It also promotes the spiritual, moral, social, cultural, mental and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2023) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'

This policy operates in conjunction with the following school policies:

- Homework Policy
- Assessment Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Relationships and Health Education Policy
- Special Educational Needs and Disabilities (SEND) Policy

2. Roles and responsibilities

The governing board is responsible for:

- Liaising with the Senior Leadership Team, subject leaders and teachers with regards to pupil progress and attainment.
- Formulating a curriculum committee who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The Senior Leadership Team is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers and other members of the SLT.
- Communicating the agreed curriculum to the governing board.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the teaching and learning, planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.
- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with the headteacher and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring that adaptive teaching strategies are used to support all pupils including those with learning needs and the more able.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the deputy headteacher via the school's tracking system and during pupil progress meetings.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress and reporting on this to SLT once analysis has been completed by the Deputy Headteacher.
- Providing efficient resource management for their subject area.
- Ensuring the curriculum is inclusive and accessible to all.
- Ensuring there are specialist resources and equipment available for pupils in need so that everyone can have full access to the curriculum.

The Inclusion Lead is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

3. Curriculum intent

Pupils' learning and development is at the heart of our school's curriculum; it is broad, balanced and equips pupils with the skills necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

Curriculum intent

At Vaughan, we have designed our curriculum with pupils' learning at the centre. We recognise that a curriculum has to be broad, balanced and offer pupils opportunities to grow as individuals as well as learners. Our school values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

We aim to ensure pupils enjoy learning and feel prepared for life after school. We also intend to offer our pupils new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

Classroom-based learning: Accessing different learning resources and equipment to broaden pupils' knowledge, and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

A full list of the subjects available to our pupils can be found in [section 7](#) of this policy.

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for life after school.

4. School ethos and aims

The overall aims of the curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, computing and science.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the Harrow agreed syllabus for RE.

- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Provide pupils the opportunity to experience playing a musical instrument in KS2.
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

5. Organisation and planning

The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week.

For Reception to Year 6, each school day will be split into two sessions (morning and afternoon) and pupils will receive one morning break and one lunch break.

In general, lessons will be separated into three core stages:

- **Introduction to the topic/ learning and review of previous learning** – this is the time where lesson objectives will be set.
- **A main teaching event** – this will vary day-to-day based on the teacher's plan.
- **Plenary/ Reflection** – this will summarise what pupils have learnt in the lesson and application of what the pupils have learnt.

Lessons will use a range of teaching techniques to appeal to different learning types, e.g. practical tasks, auditory tasks and tasks with a high visual input in order to engage learners effectively.

The different learning techniques include but not limited to:

- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using 'why' and 'how' questions.
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
- **Holding structured debates** to expose pupils to different points of view and teach them how to negotiate situations where there is a potential conflict of interest, whilst still respecting others' beliefs.
- **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
- **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils coordinate series' of events.
- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for more academically confident/secure pupils, e.g. completing additional work that is above the academic level of their peers which show application of greater depth.

Teachers will plan lessons to accommodate for pupils of mixed ability, making cross-curricular links where possible.

A full list of subjects covered in school can be found in [section 7](#) of this policy.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with SEND and EAL will receive additional support – this could include dedicated time with TAs and access to specialist resources and equipment where required.

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

Pupils learn through play in the early years through free-flow activities designed to encourage children to have explorative play to deepen their curiosity through specific curriculum areas.

6. Subjects covered

The school will have due regard to the national curriculum at all times throughout the academic year.

The school will have due regard for the 'Statutory framework for the early years foundation stage'.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- RE
- Relationships and health education

The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- Computing
- Design and technology
- Languages (at KS2)
- Geography
- History
- Music
- PE

Details of what is included in the curriculum for each subject can be found in a specific curriculum policy for that subject.

7. PSHE

Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.

The schools will hold five PSHE themes year. Topics covered are:

- Families and Relationships
- Health and Wellbeing
- Safety and the Changing Body
- Citizenship
- Economic Wellbeing

8. Reporting and assessment

Homework will be challenging and assess pupils' knowledge and understanding of concepts covered within lessons.

Homework will be set on a weekly basis in accordance with the school's Homework Policy.

Informal assessments will be carried out termly to measure pupil progress. The results of the assessments will be used to inform future planning and target setting. Results of teacher assessments will be recorded and reported back to the headteacher, pupils and pupils' parents via parent consultation meetings, interim reports (January) and end of year reports (July).

Pupils will also complete national assessments. The results of these assessments will be reported back to the governors, headteacher, pupils and their parents.

Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the school's Primary Assessment Policy.

9. Equal opportunities

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

10. Supporting pupils with SEND

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Teachers should set high expectations and have aspirations for every pupil. Whilst they are expected to plan and deliver an effective curriculum for all pupils, they have a greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious 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 ensure that there are no barriers to every pupil achieving. This is through the school's adaptive teaching approach.

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 about this can be found in our statement of equality information and objectives, and in our SEN policy and information report.

All pupils with SEND have either a SEND support plan or EHCP provision map and a one-page profile to ensure their needs, targets and agreed strategies are shared with and understood by all staff. They also attend a range of intervention programmes, bespoke to need, to enable their targets to be met and for them to make at least expected progress in line with their peers.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENCO. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education and to provide support where needed.

11. Extra-curricular activities

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities occur outside school hours and can include overnight stays in the UK.

All pupils are able to participate in the activities and trips available. Wherever there is an instance where a pupil cannot participate, the trip or activity will be adapted so that the pupil can take part.

12. Monitoring and review

The curriculum subjects taught at Vaughan will be monitored by the Senior Leadership Team and Subject Leaders at least once a term during the academic year. This is via book scrutinies, pupil voice and/or learning walks.

This policy is reviewed every two years by the deputy headteacher and the governing board.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is Autumn 2026.