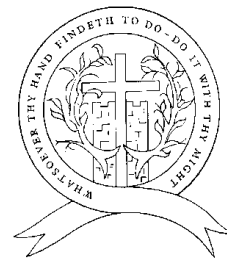


Curriculum Policy

Policy written by Darren Gates
Governor link: Chair of Governors

Policy approved in July 2023
Policy to be reviewed in Summer 2026



St Edmundsbury and Ipswich
Diocesan Multi Academy Trust

Whatever you do, do it with all your heart. Colossians 3:23

Our vision is to be a school where pupils have a positive approach to learning and where provision is consistently good or better. Our curriculum is relevant and creative and reflects our diversity. We aim for all pupils to leave St Matthew's well equipped for the future, demonstrating Christian values and showing self-confidence.

Introduction

St Matthew's Primary School offers a broad, balanced and differentiated curriculum covering all areas of the National Curriculum. Our aim is to provide a curriculum that meets the needs, interests and abilities of all children and reflects our Christian values.

This curriculum comprises the core subjects – English, Mathematics and Science and the foundation subjects – Art and Design, Computing, Design Technology, Geography, History, MFL, Music and Physical Education. Religious Education is given equal status to a core subject. Personal, Social and Health Education is taught as discrete lessons and within topic based lessons.

We do our utmost to maximise success for all children by giving them the best teaching and learning experiences. We use a range of teaching methods to suit the needs of the children and the subjects being taught. The core subjects are taught both as stand-alone and as part of our creative curriculum in which the foundation subjects are taught as part of a themed topic.

Aims

The aims of our curriculum are:

- To excite learners through contextual, memorable and meaningful lessons and topics.
- To create and explore knowledge, skills and experiences that give purpose to writing.
- To give pupils opportunities to use literacy, numeracy and ICT basic skills in practical and meaningful situations.
- To embed opportunities for high quality enrichment experiences including educational visits, themed days, parent workshops and guest speakers.
- To develop pupils' wider learning skills, such as independence, resilience, collaborative working and problem-solving through explicit teaching of non-negotiable learning skills.
- To develop children's understanding of equality and diversity.
- To develop a sense of community and belonging, contributing to our community through direct interaction – making links with local organisations.
- To allow National Curriculum coverage through a cross-curricular approach.
- To foster children's understanding of their lives in a global context.

Each child is regarded as an individual and an equal. Our curriculum consists of activities designed to develop the social, personal, intellectual and physical activities of the children.

The quality of the children's learning is enhanced across the curriculum through practical activities, educational visits linked to topic work and the use of ICT. All work in the school is planned within the framework of the National Curriculum and the Early Years Foundation Stage (EYFS) Curriculum Guidance.

Curriculum Drivers

The following 'curriculum drivers' have been identified by staff as the key themes that should underpin provision at St Matthew's. These have been shared with all stakeholders, including pupils, parents and governors.

Communication

Speaking and listening lies at the heart of our curriculum. Pupils work hard to extend their vocabulary and confidence when speaking. EAL pupils are supported with their acquisition of English.

Aspiration

Pupils and staff have high expectations for learning. Children are encouraged to aim high and to be open to possibilities at school and beyond.

Creativity

A topic based approach provides cohesion and context, whilst maintaining the integrity of learning objectives for foundation subjects.

Knowledge of the World

Pupils work towards acquiring a depth of learning and knowledge, alongside an awareness of the wider world and their place in it. We plan for enrichment and offer a breadth of experiences beyond the classroom.

Subject Specific Guidance

English, Mathematics, Science, RE, RSE and EYFS

See individual policies for guidance.

Art and Design

Art and Design forms an integral part of the curriculum and often ties in with topic themed work. The Suffolk Scheme of Work for Art is utilised throughout Key Stages 1 and 2 and lessons focus on collage, drawing, painting, printing, 3D and textiles. Every other year the school organises an Arts Week which is usually coordinated by the Art subject leader.

Computing

The school has a wide range of devices, including laptops and iPads, which are used for Computing and within other subject areas. They are used to enhance cross-curricular learning and to teach programming.

Purple Mash forms the basis of the Computing curriculum. *Scratch Jnr* is used in Key Stage 1 to develop basic coding skills, allowing pupils to design and create their own games. Key Stage 2 pupils use *Scratch* to develop coding skills at a more advanced level.

Design Technology

Design Technology is generally taught as a themed day(s) once every term, using the 'Project on a Page' format. Skills and techniques are based upon national curriculum guidance and teachers endeavour to link tasks to topic themes in order to promote cohesion and a sense of purpose. DT encompasses cooking and food preparation alongside designing, making and evaluating things.

Humanities (Geography and History)

Geography and History are taught throughout the school, covering the range of topics and skills outlined in the National Curriculum guidelines. Humanities themes often lie at the heart of topic work and are utilised in other curriculum areas such as English, Art or Music. Geography and History are often taught alternate half terms to facilitate timetabling.

Modern Foreign Languages (French)

Pupils in Key Stage 2 learn about French language and culture. They have a discrete weekly lesson and French vocabulary is incorporated into other aspects of the day such as registration and singing. The *Golden Daffodils* scheme of work is used throughout Key Stage 2.

Music

Music is incorporated into our curriculum wherever relevant and we have a weekly whole-school singing assembly. The school utilises the Suffolk *Charanga* scheme of work, although this is often adapted to tie in with current topic work or other relevant activities. Children have tuition as a class in Year 5 to learn the ukulele.

Physical Education (PE)

PE is taught by our class teachers and our Sports Coach. Pupils have two PE lessons per week, one inside and one outside.

- **Dance and Gymnastics**

We teach fundamental movement skills, and provide opportunities to extend our pupils' agility, balance and co-ordination. iMoves is often used during dance lessons.

- **Games**

Team games and skills are taught that enable our pupils to communicate, collaborate and compete with each other. We develop an understanding of how to improve in different physical activities and sports and our pupils learn how to evaluate and recognise their own successes. The *Cambridgeshire* scheme of work forms the basis of games lessons.

PSHE

PSHE is a crucial part of the curriculum and is taught weekly in every class. As a school we are committed to the development of children's social and emotional skills, self-esteem, resilience, good mental health and wellbeing. We use the 'Jigsaw' scheme of work which focuses on specific themes as a whole school each half term. These themes are introduced through Collective Worship and then explored at an age appropriate level in PSHE lessons. The half termly themes are...

- Being in my World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

The final unit of work incorporates RSE which has been introduced following full consultation with parents, governors and staff. See the RSE policy for further information.

Evidence of PSHE lessons is shared with parents via ClassDojo.

SEND

There are some occasions when children may need special help to overcome a learning difficulty or to ensure that the curriculum fully extends their abilities. Overseen by the SENDCo, teachers and teaching assistants support some children in small groups or on a one-to-one basis as required.

More Able Children

The school is committed to making provision for children who achieve at an exceptionally high level. Opportunities are given for children to develop their talents right across the curriculum. The successes and achievements of all children are celebrated each month in our Celebration Assembly.

Planning and Monitoring

Curriculum Planning

We aim to provide systems which enable:

- The best possible progress and highest attainment for all pupils by ensuring that consideration is given to how skills and understanding are built up gradually.
- Teachers to provide for children's learning in a time-effective way.
- Full coverage of the National Curriculum, RE Agreed Syllabus and Foundation Stage.
- The quality of lesson preparation to be maintained through agreed procedures.

Medium-Term Planning

- Medium-term plans may be based on planning previously undertaken and will stand in place to be used in successive years.
- The teaching of foundation subjects in the afternoons should be carefully mapped out at the beginning of each half term to facilitate planning and ensure good coverage of all areas.

Short-Term Planning

This will be undertaken on a weekly basis for English, Mathematics and other subjects. It will:

- set out specific daily objectives.
- outline teaching input and key questions for each part of the lesson.
- indicate how adaptation is used to ensure all pupils access learning appropriately.
- include notes of teacher focus and use of support staff.

Subject Leaders

The primary role of any subject leader is to achieve excellence in their subject across the school. The subject leader is accountable for maintaining high standards in their subject area. This good practice should be disseminated throughout the school in the following ways:

Moderation and discussion

Subject Leaders must:

- Meet with other subject leaders within the MAT to share good practice and moderate work across different schools.
- Be aware of current trends and research relating to their curriculum area.
- Share relevant research with SLT and other staff.

Monitoring

Subject Leaders are allocated at least one non-contact half day per term. Continued thorough monitoring is essential throughout the year.

Essential requirements:

- Complete termly subject reports
- Carry out subject learning walks and pupil perceptions
- Monitor the coverage of the National Curriculum
- Monitor standards of pupils' work through book scrutiny
- Feedback to staff using Monitoring Books
- Have knowledge of the progress children make in the subject area through effective assessment procedures

Supporting Colleagues

Subject Leaders provide support, rigour and challenge by:

- Leading In-service Training (INSET)
- Teaching model lessons
- Supporting planning
- Feeding back from courses and monitoring
- Providing resources
- Liaising with outside agencies

Resources

Subject Leaders manage resources by:

- Auditing current resources
- Measuring the impact of resources on children
- Ensuring all resources are made known to staff
- Ensuring that the storage of resources is conducive to use
- Ensuring resources offer value for money
- Ensuring resources allow for coverage of breadth of opportunity

Evidence

Subject Leaders need to keep a comprehensive subject file. In these files there will be:

- Subject policy if relevant
- Schemes of work
- Action plans
- Monitoring ~ learning walks, book scrutiny, pupil perceptions
- Assessment data
- Evidence of planning, children's work, enrichment opportunities
- CPD
- Resources

Roles and Responsibilities:

Darren Gates Headteacher Curriculum	Kirsten Cameron Deputy Headteacher Assessment
---	---

Darren Gates Kirsten Cameron SENDCo	Emily King English - Writing	Jack Rawlinson Mathematics
--	---------------------------------	-------------------------------

Sam Ridsdale Science	Helen Bolton Religious Education	Sue Brown PSHE / RSE
Joan Willingham Geography	Laura Bannister History	Sara Cooper Physical Education
Sophie Furniss & Charlotte Eaton Art & Design	Sara Harvey Design Technology	Chris Warren Music
Rhiannon Quinton Computing	Angela Snowden Modern Foreign Languages	Kori Dorrington Multiculturalism
Caroline Bowen Accelerated Reader	Beth Wilkinson Phonics and Reading	Kasia Zych School Council