



Curriculum Policy

AIMS

- To provide a broad and balanced educational experience that meets the needs of the pupils, and prepares them for life in the 21st century
- To take account of the previous learning of pupils and their readiness for new experiences
- To stretch the most able and provide enrichment for all pupils
- To provide learning support as required
- To ensure that the curriculum in place at any given time provides an appropriate educational experience and that no pupils are disadvantaged by its provisions

THE CURRICULUM

A coherent curriculum is planned to embrace the different areas of learning and experience so that they all contribute to overall progress and achievement. Lady Royd School caters for children from 4-11 years of age. In the EYFS we provide opportunities for the children to build skills in the main developmental areas of the Early Learning Goals, as set out in the Development Matters 2012.

The teaching week comprises 25 lessons. The emphasis is on the breadth of the curriculum and opportunities are presented to enable pupils to experience as many subjects as possible, whilst concentrating on gaining skills and knowledge and developing understanding in core areas such as English, mathematics, science, modern foreign languages and ICT/ computing. Foundation subjects are covered mostly through the 'Cornerstones' Creative Curriculum (Active Learn) with technology, thinking skills, religious education and creative subjects (including physical education and music) taught as discrete subjects. A complementary PSHCE programme includes topics on personal, social, health education and citizenship. Spiritual, moral and cultural are addressed throughout all aspects of school life.

In EYFS and Key Stage 1, pupils are class based and cover a broad balanced curriculum in line with Statutory Framework for the Early Years Foundation Stage 2017 /national curriculum requirements. Specialist teaching is provided in P.E.

In Key Stage 2 additional specialist teaching is received in some subjects, for example Science and PE. Pupils benefit from learning in subject specific facilities located in both Lady Royd and BGGs. Wherever possible cross-curricular links are incorporated into schemes of work and links to SMSC, Literacy, Numeracy and ICT are made explicit in schemes of work for all subjects.

Curriculum Breakdown

Year	Subject	Teaching Time
R	EYFS	25 periods – including 2xPE
1-2	English Phonics (daily 20-25 minutes) 3 group reading sessions (30 minutes) 2 whole class reading sessions (30 minutes) Writing/SPAG as part of writing process (minimum of 4 sessions)	9 periods
3-6	English 3 whole class reading sessions Writing/SPAG as part of writing process	8 periods

1-6	Maths	5 periods
1-6	Science	1 period
1-6	Computing	1 period
3-6	MFL (French)	1 period
1-6	PE	2 periods
1-6	RE	1 period
3- 6	PSHE	1 period
1-2	Geography, History, Art, DT, Music, French, PSHE	6 periods
3-6	Geography, History, Art, DT, Music	5 periods
periods		Total:25

MANAGEMENT

The Primary Management Team ensures that arrangements are in place for providing Governors, parents and prospective parents with information about the curriculum and the pupils' achievements.

It is the responsibility of each Curriculum or Subject Co-Ordinator to:

- provide schemes of work detailing the content of the work to be covered at each stage including resources and suggestions for teaching and learning strategies and cross curricular links to ICT, Literacy, Maths and SMSC
- ensure that work is matched to pupils' ability, balancing challenge with the likelihood of success for each student across the ability range. This implies a need for variation in teaching approaches and classroom organisation
- monitor the work of members of their team to ensure that the schemes of work are followed
- ensure that the Assessment, Recording and Reporting and Marking and Feedback Policies are implemented, and that pupils are monitored to assess achievement and identify difficulties
- use assessment to inform achievement and progress discussions and review of schemes of work.

It is the responsibility of all members of staff to ensure that the part of the curriculum which they teach takes into account and reflects the aims as outlined above.

INSET is supported by the school and staff are encouraged to participate in training and development opportunities which are available and which support the school development plan.

EVALUATION

A curriculum audit is conducted as required to respond to external and internal demands, and at least every 2 years, in which the allocation of time per subject, and the range of subjects offered at each Key Stage are considered. The last Curriculum Audit was conducted in the academic year 2019-2020.

This policy should be read in conjunction with other policies including; Homework Policy, Assessment, Recording and Reporting Policy, Teaching and Learning Policy and Subject Policies.