



Alma Primary School Curriculum Policy

July 2022

Signed: Chair of LAAB	
Signed: Headteacher	
Date:	Summer 2022
This policy will be reviewed as part of the school's agreed policy review schedule.	

Our Curriculum Intent

At Alma we aim to provide a balanced curriculum which is accessible and meets the needs of all our pupils. By doing so, we comply with the duties as set out in the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014.

The starting point for our curriculum is the National Curriculum, EYFS Statutory Framework and the local agreed syllabus for Religious Education which is set by Enfield (SACRE).

The National Curriculum statements, EYFS Statutory Framework and agreed syllabus for Religious Education (SACRE) provide the outcomes for pupils. We have developed progression documents in all taught subjects and areas of learning. The progression documents build on our Early Years Foundation Stage curriculum, details of which can be found in our EYFS policy.

These documents outline progression in skills, knowledge and vocabulary that will be taught to pupils at Alma. They show how teaching in each year group will build on previous learning and make it very clear where new concepts are taught. We know that learning only takes place when there is a change in the long-term memory and that new knowledge is added to existing knowledge to create and extend schemata. The documents also include a final outcome for each unit of work so that we ensure pupils have the opportunity to apply known or new knowledge/skills.

We aim to teach pupils how to grow into positive, responsible people, who can work and co-operate with others whilst developing knowledge, skills and attitudes to learning in order that they achieve academically and more widely. We equip pupils with skills for life and foster in them a life-long love of learning which will support their educational journey from early years through to secondary school.

As a school, we have high expectations for all pupils. We ensure that all pupils access our curriculum. Teachers scaffold learning to support pupils to achieve the learning in the class and use a variety of strategies to support that as required according to the individual pupil's needs.

We actively promote the School and British Values. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

Our school policies promote equality of opportunity for any individual or group, regardless of faith, ethnicity, gender, sexuality, political or financial status, or similar. Alma Primary School is dedicated to preparing pupils for adult life beyond the formal curriculum.

School Drivers

Our curriculum drivers are Reading, Health and Wellbeing and the School Values. Our drivers are embedded throughout our curriculum.

Reading

We have a duty to ensure that every child leaves our school with the ability to read. Without this ability, we know that pupils will face huge barriers in life.

A 2014 report by the National Literacy Trust 'Read On, Get On' stated: *Each child left behind at 11 is a child facing a difficult time at school and potentially a future cut short before it has started. If a child does not learn to read well when young, they can turn away from education as they get older, get poor qualifications and struggle in the world of work. In England, struggling to read is more closely linked to low pay and the risk of being unemployed than in any other developed country.*

We teach a systematic synthetic phonics programme to all pupils that supports them through the early stages of reading. This is followed by a rigorous reading programme that systematically builds skills and stamina through high-quality texts. Alongside this, we immerse pupils in quality literature so that they appreciate the joy of reading first-hand and reading is always a key part of our approach to teaching across the curriculum.

Health and Wellbeing

We have a duty to ensure pupils are aware of the health risks that being overweight brings. We work with parents to educate our community about the benefits of exercise and a healthy, balanced diet. In school, we promote healthy packed lunches and ensure our school dinners are nutritional. We provide high-quality PE teaching that demonstrates the benefits of exercise and healthy living. This is supplemented by a wide range of extra-curricular clubs. We ensure our lunchtimes are active and encourage pupils to walk, scoot or ride to school.

At Alma we have pupils who take on a leadership role to promote the importance of Health and Wellbeing:

- Junior travel ambassadors;
- Mental health ambassadors;
- Sports leaders.

Our PSHE curriculum addresses the importance of mental and physical health. We also value friendship and the impact positive relationships can have on us. We follow a structured Sex and Relationships programme. Our Science curriculum explores what it means to be healthy and the negative impacts of smoking, drugs and alcohol. Our aim is to ensure that all of our pupils are happy and confident in school and that they feel supported.

School Values

At Alma Primary School we feel that school life should encompass and promote the enduring values that equip pupils to live in a challenging world. We teach pupils how to value themselves and others. We are also committed to developing positive relationships with people living in our families, our communities and the wider world. We feel that learning about values in school will enable pupils to grow as resilient people who can successfully embrace this constantly changing world.

We believe that through teaching the School Values pupils are empowered to take responsibility and become successful in making the right choices regarding their behaviour and actions. At Alma our School Values include:

Hope;
Friendship;
Determination;
Respect;
Responsibility;
Honesty.

Roles and responsibilities

The Local Governing Board

The LGB will approve the curriculum policy, and hold the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for ensuring that the curriculum policy is applied consistently across the school.

Staff

Staff are responsible for:

- Ensuring all areas of the curriculum are covered;
- Ensuring pupil outcomes are in line with national expectations;
- Plan and deliver lessons using the progression maps and schemes of work;
- Differentiating work to ensure pupils with English as an additional language and pupils with special educational needs are able to access new learning.

Monitoring and review arrangements

The delivery of the curriculum is monitored by the Senior Leadership Team through a variety of ways, which may include observations and learning walks. Pupils' development across the curriculum is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the governing body.