



CURRICULUM POLICY

(Statutory Policy)

(Standards Committee)

(Approval by Standards Committee – 3 Year Review Cycle)

Date to be implemented from:	18 th March 2021
Date to be reviewed by:	18 th March 2024
Date Reviewed by Sub Committee:	2 nd March 2021
Approved by: Signed: (Chair – Standards Committee) (Print Name) Date	
<p><i>This Policy supersedes any previous Policy of this name or instructions that pre-date this edition.</i></p> <p><i>This Policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this School.</i></p>	

1 Policy Statement

1.1 St Andrew's School affirms that individuals are entitled to equal rights, responsibilities and opportunities. The School strives to ensure that all individuals are equally valued and everyone is treated with respect and has access to the curriculum.

1.2 St Andrew's School publishes its Curriculum Policy as good practice and will meet any legislation or requirements to ensure a learning environment for pupils, staff, parents/carers and visitors.

1.3 The Policy will be readily accessible within the School on the Website and in hard copy upon request.



2 Reviewing the Policy

2.1 Reviewing the Policy – St Andrew's School will assess the implementation and impact of this Policy on a continuous basis and undertake a regular review on an annual basis to ensure it is fit for purpose.

2.2 The School will review its use of different techniques that contribute to blended learning and remote learning to ensure that no pupil is disadvantaged by different home circumstances.

3 School Vision

3.1 Our vision is to become an outstanding School within a loving, Christian community. We wish to create a Centre of Excellence, where all children flourish, within the heart of our Christian community.

3.2 Our parents/carers, children and staff will work together to enable all children to:

- achieve their potential
- learn in a safe, stimulating environment
- respect the right of others to learn
- enjoy learning now and in the future

4 Purpose of Policy

4.1 At St Andrew's School, we believe that learning is an enjoyable, lifelong process through which everyone can achieve their potential and encourage children to set high expectations of themselves.

4.2 We will challenge and support our pupils to do their very best by providing an extensive range of learning experiences beyond the statutory requirement. These experiences will include a range of teaching and learning styles, resources and venues.

4.3 We continually review and improve the Curriculum we offer to our children. The Curriculum evolves according to the needs of our children and to the aspirations of the staff and community.

4.4 The curriculum is guided by statutory regulations and good practice based in primary teaching pedagogy.



5 Aim of Policy

5.1 This Curriculum Policy provides a framework that translates the values and aims of the School into effective teaching and learning enabling all children to discover and reach their full potential.

5.2 The Curriculum Policy for the School establishes principles against which other Policies and Procedures can be developed so that they are consistent and coherent.

5.3 The Curriculum Policy should be read in conjunction with the Remote Learning Policy.

5.4 The Policy shows our commitment to all children progressing wherever they are on the spectrum of ability and from whatever background they come from.

5.5 We recognise children are unique and our Curriculum will promote respect for the views of each individual child, as well as for people of all cultures. We value the spiritual and moral development of each pupil, as well as their intellectual and physical growth.

5.6 We recognise every pupil's right to learn and will take steps where pupils disrupt the learning of others.

5.7 To fulfil the Policy aim we recognise the different learning needs of all children and seek to meet the needs of pupils and their families.



6 Definitions

6.1 The Curriculum is more than the formal, written Curriculum and is not just the content of the National Curriculum (NC).

6.2 We believe the wider Curriculum embraces everything that is learned through School, whether it takes place in classrooms and lessons, or is part of informal learning that takes place within and beyond the School day. The environment and community enrich our Curriculum.

6.3 We recognise that there is a 'hidden Curriculum' that refers to a range of things (attitudes, opinions, values) that pupils learn, not from the formal Curriculum, but simply from the experience of being in School and part of our School community. The ethos and culture of St Andrew's, means that our pupils will be immersed in a caring ethos based upon Christian values.

6.4 We recognise that being in School and remote learning both have their places in learning but there are socialisation benefits that being in School which remote learning cannot replicate.

6.5 Our pupils will have the opportunity to be creative, to be physically active and to be academically challenged within the curriculum.

6.6 We value parents/carers and work in partnership with them and the local community to enrich the curriculum. Parents are informed about the curriculum and are positively encouraged to become involved.

7 Curriculum Framework

7.1 The EYFS curriculum that we teach in Reception is based on the requirements of the NC and we will plan for the rollout of the new Framework by following the progress of Early Adopters both nationally and within Barnet. We will plan to meet the characteristics of effective learning ensuring we consider playing and exploring, active learning and creating and thinking critically.

Curriculum planning focuses on the prime areas of learning: personal, social and emotional development, communication and language, physical development and the specific areas of language and literacy,



mathematical development; knowledge and understanding of the world, expressive arts, design and creative development. Children engage very well in stimulating indoor and outdoor learning areas.

7.2 In KS1 we engage pupils through the provision of a broad and balanced curriculum. We foster creativity that allows time for more in-depth study and enquiry using a variety of activities set in relevant contexts with a range of personalised learning styles to ensure learning is accessible to all pupils. We develop thinking skills, collaborative work and co-operation, promoting speaking and listening.

7.3 The innovative curriculum at KS2 provides opportunities for learning across a wide range of subjects. As pupils get older the level of independence they experience increases. They are supported to take instructions and independently complete their work that is challenging, applying and using skills effectively to solve problems in a variety of real-life situations. The work builds on earlier learning and experiences and a range of extra-curricular activities enriches and augments learning and progress.

7.4 The Curriculum is designed to provide access and opportunity for all children. If a child has a Special Need (eg. SEND, EAL, G&T) our School does all it can to meet their individual needs. We comply with the requirements set out in the SEN and Disability Code of Practice in providing for children with Special Educational Needs.

7.5 Each teacher is required to lead a subject area of the Curriculum, ensuring that children have opportunity to learn through an exciting curriculum that demonstrates continuity and progression.

7.6 An overview of the Curriculum:



Curriculum Overview for Year 1

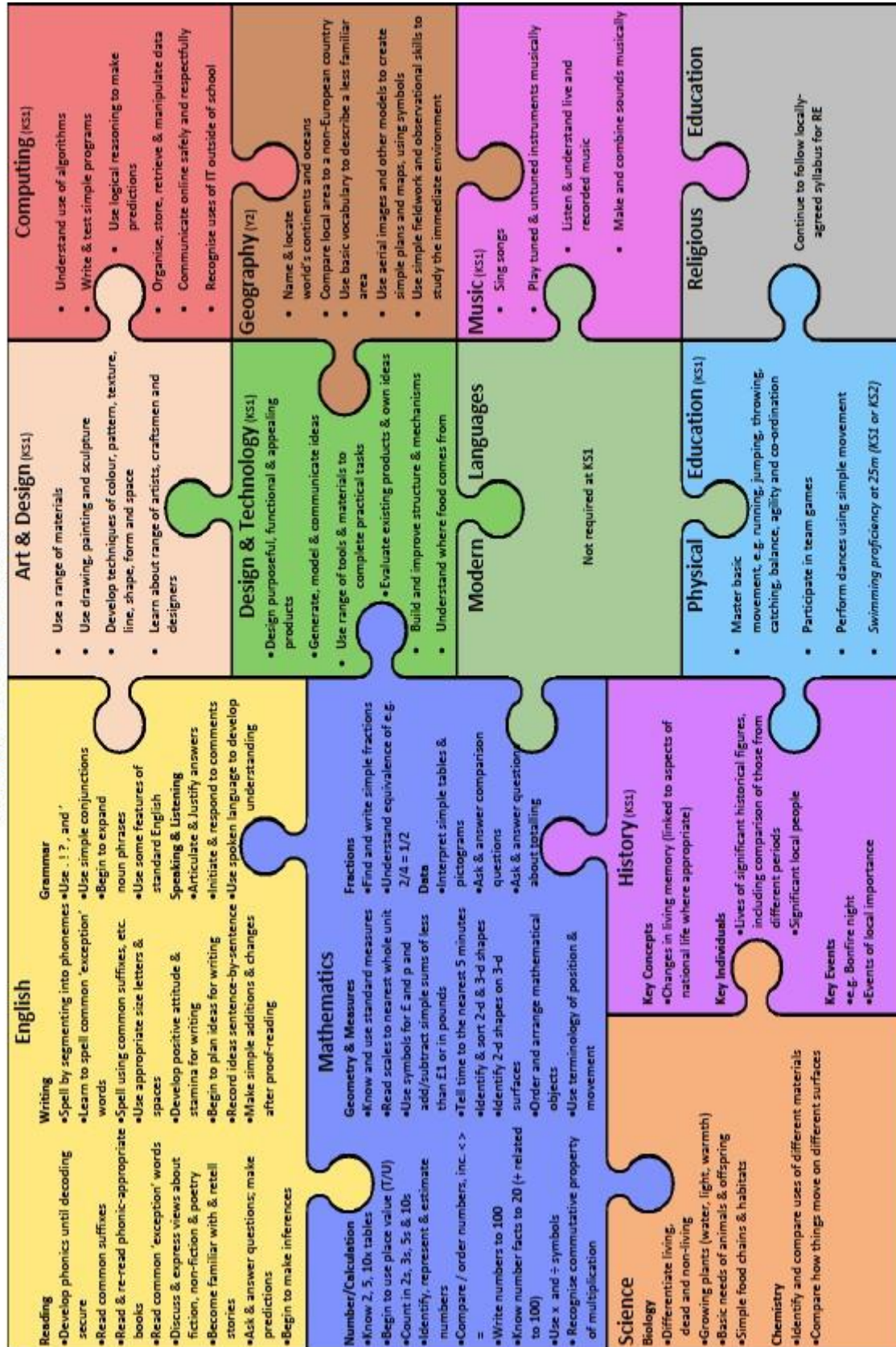
English Reading <ul style="list-style-type: none"> • Match graphemes for all phonemes • Name letters of the alphabet • Read accurately by blending sounds • Read words with very common suffixes • Read contractions & understand purpose • Read phonics books aloud • Link reading to own experiences • Join in with predictable phrases • Discuss significance of title & events • Make simple predictions 		Writing <ul style="list-style-type: none"> • Spell very common 'exception' words • Spell days of the week • Use very common prefixes & suffixes • Form lower case letters correctly • Form capital letters & digits • Compose sentences orally before writing • Read own writing to peers or teachers 		Grammar <ul style="list-style-type: none"> • Leave spaces between words • Begin to use basic punctuation: . ? ! • Use capital letters for proper nouns. • Use common plural & verb suffixes • Speaking & Listening • Listen & respond appropriately • Ask relevant questions • Maintain attention & participate 		Art & Design (KS1) <ul style="list-style-type: none"> • Use a range of materials • Use drawing, painting and sculpture • Develop techniques of colour, pattern, texture, line, shape, form and space • Learn about range of artists, craftsmen and designers 		Computing (KS1) <ul style="list-style-type: none"> • Understand use of algorithms • Write & test simple programs • Use logical reasoning to make predictions • Organise, store, retrieve & manipulate data • Communicate online safely and respectfully • Recognise uses of IT outside of school 	
Mathematics Number/Calculation <ul style="list-style-type: none"> • Count to / across 100 • Count in 1s, 2s, 5s and 10s • Identify 'one more' and 'one less' • Read & write numbers to 20 • Use language, e.g. 'more than', 'most', 'less' • Use +, - and = symbols • Know number bonds to 20 • Add and subtract one-digit and two-digit numbers to 20, including zero • Solve one-step problems, including simple arrays 		Geometry & Measures <ul style="list-style-type: none"> • Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest • Begin to measure length, capacity, weight • Recognize coins & notes • Use time & ordering vocabulary • Tell the time to hour/half-hour • Use language of days, weeks, months & years • Recognize & name common 2-d and 3-d shapes • Order & arrange objects 		Describe position & movement, including half and quarter turns Fractions <ul style="list-style-type: none"> • Recognize & use $\frac{1}{2}$ & $\frac{1}{4}$ 		Design & Technology (KS1) <ul style="list-style-type: none"> • Design purposeful, functional & appealing products • Generate, model & communicate ideas • Use range of tools & materials to complete practical tasks • Evaluate existing products & own ideas • Build and improve structure & mechanisms • Understand where food comes from 		Geography (Y1) <ul style="list-style-type: none"> • Name & locate the four countries and capital cities of the United Kingdom using atlases & globes • Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world • Use basic geographical vocabulary to refer to local & familiar features • Use four compass directions & simple vocab 	
Science Biology <ul style="list-style-type: none"> • Identify basic plants • Identify basic plant parts (roots, leaves, flowers, etc.) • Identify & compare common animals • Identify & name basic body parts 		Chemistry <ul style="list-style-type: none"> • Distinguish between objects & materials • Identify & name common materials • Describe simple properties of some materials • Compare & classify materials 		Physics <ul style="list-style-type: none"> • Observe weather associated with changes of season 		History (KS1) Key Concepts <ul style="list-style-type: none"> • Changes in living memory (linked to aspects of national life where appropriate) 		Key Individuals <ul style="list-style-type: none"> • Lives of significant historical figures, including comparison of those from different periods • Significant local people 	
Key Events <ul style="list-style-type: none"> • e.g. Bonfire night • Events of local importance 		Physical Education (KS1) <ul style="list-style-type: none"> • Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination • Participate in team games • Perform dances using simple movement • Swimming proficiency at 25m (KS1 or KS2) 		Modern Languages <p>Not required at KS1</p>		Music (KS1) <ul style="list-style-type: none"> • Sing songs • Play tuned & untuned instruments musically • Listen & understand live and recorded music • Make and combine sounds musically 		Religious Education <p>Continue to follow locally-agreed syllabus for RE</p>	

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Curriculum Overview for Year 2



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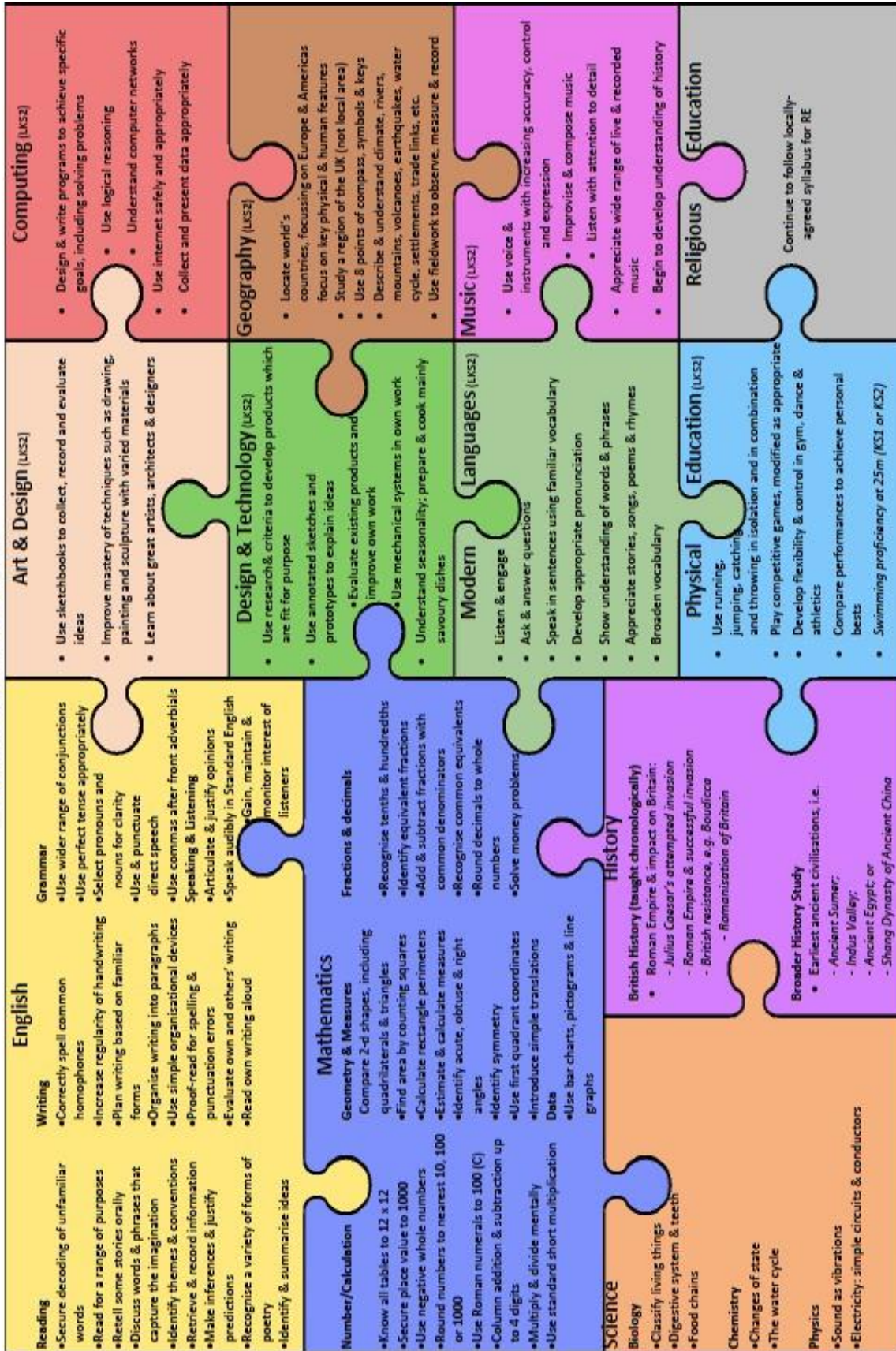


Curriculum Overview for Year 3

English Reading <ul style="list-style-type: none"> • Use knowledge to read 'exception' words • Read range of fiction & non-fiction • Use dictionaries to check meaning • Prepare poems & plays to perform • Check own understanding of reading • Draw inferences & make predictions • Retrieve & record information from non-fiction books • Discuss reading with others Writing <ul style="list-style-type: none"> • Use prefixes & suffixes in spelling • Use dictionary to confirm spellings • Write simple dictated sentences • Use handwriting joins appropriately • Plan to write based on familiar forms • Rehearse sentences orally for writing • Use varied rich vocabulary • Create simple settings & plot • Assess effectiveness of own and others' writing 		Art & Design (UKS2) <ul style="list-style-type: none"> • Use sketchbooks to collect, record and evaluate ideas • Improve mastery of techniques such as drawing, painting and sculpture with varied materials • Learn about great artists, architects & designers 		Computing (UKS2) <ul style="list-style-type: none"> • Design & write programs to achieve specific goals, including solving problems • Use logical reasoning • Understand computer networks • Use internet safely and appropriately • Collect and present data appropriately 	
Mathematics Number/Calculation <ul style="list-style-type: none"> • Learn 3, 4 & 8x tables • Secure place value to 100 • Mentally add & subtract units, tens or hundreds to numbers of up to 3 digits • Written column addition & subtraction • Solve number problems, including multiplication & simple division and missing number problems • Use commutativity to help calculations Geometry & Measures <ul style="list-style-type: none"> • Measure & calculate with metric measures • Measure simple perimeter • Add/subtract using money in context • Use Roman numerals up to VII; tell time • Calculate using simple time problems • Draw 2-d / Make 3-d shapes • Identify and use right angles • Identify horizontal, vertical, perpendicular and parallel lines 		Design & Technology (UKS2) <ul style="list-style-type: none"> • Use research & criteria to develop products which are fit for purpose • Use annotated sketches and prototypes to explain ideas • Evaluate existing products and improve own work • Use mechanical systems in own work • Understand seasonality; prepare & cook mainly savoury dishes 		Geography (UKS2) <ul style="list-style-type: none"> • Locate world's countries, focussing on Europe & Americas focus on key physical & human features • Study a region of the UK (not local area) • Use 8 points of compass, symbols & keys • Describe & understand climate, rivers, mountains, volcanoes, earthquakes, settlements, trade links, etc. • Use fieldwork to observe, measure & record 	
Science Biology <ul style="list-style-type: none"> • Plants, incl. parts, lifecycle and requirements for life • Animals: skeletons & nutrition Chemistry <ul style="list-style-type: none"> • Classification of rock types • Simple understanding of fossilisation Physics <ul style="list-style-type: none"> • Sources of light; shadows & reflections • Simple forces, including magnetism 		Modern Languages (UKS2) <ul style="list-style-type: none"> • Listen & engage • Ask & answer questions • Speak in sentences using familiar vocabulary • Develop appropriate pronunciation • Show understanding of words & phrases • Appreciate stories, songs, poems & rhymes • Broaden vocabulary 		Music (UKS2) <ul style="list-style-type: none"> • Use voice & instruments with increasing accuracy, control and expression • Improvise & compose music • Listen with attention to detail • Appreciate wide range of live & recorded music • Begin to develop understanding of history 	
History British History (taught chronologically) <ul style="list-style-type: none"> • Stone Age to Iron Age Britain, including: <ul style="list-style-type: none"> - hunter-gatherers and early farmers - Bronze age religion, technology & travel - Iron age hill forts Broader History Study <ul style="list-style-type: none"> • A local history study, e.g. <ul style="list-style-type: none"> - A depth study linked to a studied period - A study over a period of time - A post-1066 study of relevant local history 		Physical Education (UKS2) <ul style="list-style-type: none"> • Use running, jumping, catching and throwing in isolation and in combination • Play competitive games, modified as appropriate • Develop flexibility & control in gym, dance & athletics • Compare performances to achieve personal bests • Swimming proficiency at 25m (KS1 or KS2) 		Religious Education <ul style="list-style-type: none"> • Continue to follow locally-agreed syllabus for RE 	



Curriculum Overview for Year 4



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Curriculum Overview for Year 5

English Reading • Apply knowledge of morphology & etymology when reading new words • Reading & discuss a broad range of genres & texts • Identifying & discussing themes • Make recommendations to others • Learn poetry by heart • Draw inference & make predictions • Discuss authors' use of language • Retrieve & present information from non-fiction texts • Formal presentations & debates Writing • Secure spelling, inc. homophones, prefixes, silent letters, etc. • Use a thesaurus • Plan writing to suit audience & purpose • Develop character, setting and atmosphere in narrative • Use organisational & presentational features • Use consistent appropriate tense • Proof-reading • Perform own compositions		Grammar • Use expanded noun phrases • Use modal & passive verbs • Use relative clauses • Use commas for clauses • Use brackets, dashes & commas for parenthesis Speaking & Listening • Give well-structured explanations • Command of Standard English • Consider & evaluate different viewpoints • Use appropriate register		Art & Design (UKSZ) • Use sketchbooks to collect, record, review, revisit & evaluate ideas • Improve mastery of techniques such as drawing, painting and sculpture with varied materials • Learn about great artists, architects & designers		Computing (UKSZ) • Design & write programs to solve problems • Use sequences, repetition, inputs, variables and outputs in programs • Detect & correct errors in programs • Understand uses of networks for collaboration & communication • Be discerning in evaluating digital content	
Mathematics Number/Calculation • Secure place value to 1,000,000 • Use negative whole numbers in context • Use Roman numerals to 1000 (M) • Use standard written methods for all four operations • Confidently add & subtract mentally • Use vocabulary of prime, factor & multiple • Multiply & divide by powers of ten • Use square and cube numbers Geometry & Measures • Convert between different units • Calculate perimeter of composite shapes & area of rectangles • Estimate volume & capacity • Identify 3-d shapes • Measure & identify angles • Understand regular polygons • Reflect & translate shapes Data • Interpret tables & line graphs • Solve questions about line graphs		Design & Technology (UKSZ) • Use research & criteria to develop products which are fit for purpose and aimed at specific groups • Use annotated sketches, cross-section diagrams & computer-aided design • Analyse & evaluate existing products and improve own work • Use mechanical & electrical systems in own products, including programming • Cook savoury dishes for a healthy & varied diet		Geography (UKSZ) • Name & locate countries, cities, regions & features of UK • Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones • Study a region of Europe, and of the Americas • Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc. • Use 4- and 6-figure grid references on OS maps • Use fieldwork to record & explain areas		Music (UKSZ) • Perform with control & expression solo & in ensembles • Improvise & compose using dimensions of music • Listen to detail and recall aurally • Use & understand basics of staff notation • Develop an understanding of the history of music, including great musicians & composers	
Science Biology • Life cycles of plants & animals (inc. mammal, insect, bird, amphibian) • Describe changes as humans develop & mature Chemistry • Classify materials according to a variety of properties • Understand mixtures & solutions • Know about reversible changes; identify irreversible Physics • Understand location and interaction of Sun, Earth & Moon • Introduce gravity, resistance & mechanical forces		History British History (taught chronologically) • Anglo-Saxons & Vikings, including: - Roman withdrawal from Britain; Scots invasion - Invasions, settlements & kingdoms - Viking invasions; Danegeld - Edward the Confessor Broader History Study • Ancient Greece, i.e. - A study of Greek life and achievements and their influence on the western world		Modern Languages (UKSZ) Modern • Listen & engage • Engage in conversations, expressing opinions • Speak in simple language & be understood • Develop appropriate pronunciation • Present ideas & information orally • Show understanding in simple reading • Adapt known language to create new ideas • Describe people, places & things • Understand basic grammar, e.g. gender Education (UKSZ) • Use running, jumping, catching and throwing in isolation and in combination • Play competitive games, applying basic principles • Develop flexibility & control in gym, dance & athletics • Take part in Outdoor & Adventurous activities • Compare performances to achieve personal bests • Swimming proficiency at 25m (KS1 or KS2)		Religious Education • Continue to follow locally-agreed syllabus for RE	

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Curriculum Overview for Year 6

English Writing <ul style="list-style-type: none">• Use knowledge of morphology & etymology in spelling• Develop legible personal handwriting style• Plan writing to suit audience & purpose; use models of writing• Develop character & setting in narrative• Select grammar & vocabulary for effect• Use a wide range of cohesive devices• Ensure grammatical consistency Reading <ul style="list-style-type: none">• Read a broad range of genres• Recommend books to others• Make comparisons within/across books• Support inferences with evidence• Summarising key points from texts• Identify how language, structure, etc. contribute to meaning• Discuss use of language, inc. figurative• Discuss & explain reading, providing reasoned justifications for views		Grammar <ul style="list-style-type: none">• Use appropriate register/ style• Use the passive voice for purpose• Use features to convey & clarify meaning• Use full punctuation• Use language of subject/object Speaking & Listening <ul style="list-style-type: none">• Use questions to build knowledge• Articulate arguments & opinions• Use spoken language to speculate, hypothesise & explore• Use appropriate register & language		Computing (UKS2) <ul style="list-style-type: none">• Design & write programs to solve problems• Use sequences, repetition, inputs, variables and outputs in programs• Detect & correct errors in programs• Understand uses of networks for collaboration & communication• Be discerning in evaluating digital content	
Mathematics Geometry & Measures <ul style="list-style-type: none">• Confidently use a range of measures & conversions• Calculate area of triangles / parallelograms• Use area & volume formulas• Classify shapes by properties• Know and use angle rules• Translate & reflect shapes, using all four quadrants Number/Calculation <ul style="list-style-type: none">• Secure place value & rounding to 10,000,000, including negatives• All written methods, including long division• Use order of operations (not indices)• Identify factors, multiples & primes• Solve multi-step number problems		Fractions, decimals & percentages <ul style="list-style-type: none">• Compare & simplify fractions• Use equivalents to add fractions• Multiply simple fractions• Divide fractions by whole numbers• Solve problems using decimals & percentages• Use written division up to 2dp• Introduce ratio & proportion		Design & Technology (UKS2) <ul style="list-style-type: none">• Use research & criteria to develop products which are fit for purpose and aimed at specific groups• Use annotated sketches, cross-section diagrams & computer-aided design• Analyse & evaluate existing products and improve own work• Use mechanical & electrical systems in own products, including programming• Cook savoury dishes for a healthy & varied diet	
Science Biology <ul style="list-style-type: none">• Classification, including micro-organisms• Health & Lifestyles, incl. circulatory system• Evolution & Adaptation Physics <ul style="list-style-type: none">• Light & Shadows; the eye• Forces, including gravity• Electricity: investigating circuits		Algebra <ul style="list-style-type: none">• Introduce simple use of unknowns• Use pie charts• Calculate mean averages		Modern Languages (UKS2) <ul style="list-style-type: none">• Listen & engage• Engage in conversations, expressing opinions• Speak in simple language & be understood• Develop appropriate pronunciation• Present ideas & information orally• Show understanding in simple reading• Adapt known language to create new ideas• Describe people, places & things• Understand basic grammar, e.g. gender	
History British History (taught chronologically) <ul style="list-style-type: none">• An extended period study, e.g.<ul style="list-style-type: none">- The changing power of monarchs- Significant turning points in British history- Crime & punishment- Leisure Broader History Study <ul style="list-style-type: none">• Non-European society, i.e.<ul style="list-style-type: none">- Islamic civilization, including Baghdad- Mayan civilization- Benin (West Africa)		Physical Education (UKS2) <ul style="list-style-type: none">• Use running, jumping, catching and throwing in isolation and in combination• Play competitive games, applying basic principles• Develop flexibility & control in gym, dance & athletics• Take part in Outdoor & Adventurous activities• Compare performances to achieve personal bests• Swimming proficiency at 25m (KS1 or KS2)		Music (UKS2) <ul style="list-style-type: none">• Perform with control & expression solo & in ensembles• Improvise & compose using dimensions of music• Listen to detail and recall aurally• Use & understand basics of staff notation• Develop an understanding of the history of music, including great musicians & composers	
Religious Education <ul style="list-style-type: none">• Continue to follow locally-agreed syllabus for RE		Education		Geography (UKS2) <ul style="list-style-type: none">• Name & locate countries, cities, regions & features of UK• Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones• Study a region of Europe, and of the Americas• Understand biomes, vegetation belts, land use, economic activity, distribution of resources, etc.• Use 4- and 6-figure grid references on OS maps• Use fieldwork to record & explain areas	

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8 Procedures

8.1 All staff will:

- Plan challenging learning opportunities using a variety of teaching strategies
- Ensure opportunities exist for all learning styles to be used
- Link lesson content to previous teaching and learning
- Ensure instructions and explanations are clear and easy to understand
- Use a range of learning resources (including ICT and remote learning)
- Provide opportunities for language and numeracy development
- Support pupils in the development of independent and collaborative study skills
- Provide opportunities to contribute to personal, spiritual, moral, social and cultural development and citizenship and avoid political bias
- Monitor and assess progress with the use of a variety of questioning techniques
- Assess pupil's work and give constructive feedback including SMART targets and strategies to improve
- Involve all students in the class ensuring work is appropriate for a range of abilities
- Communicate an enthusiasm for learning within a Christian community
- Encourage high standards of behaviour and effort
- Work with any other adults (eg. Teacher Assistants, guest speakers) in a positive way to deliver the Curriculum
- Model high expectations and act as a role model to all pupils in the School

8.3 Our **Subject Leaders** will:

- Provide a strategic lead and direction linked to the aims and objectives of the School for their area of learning
- Monitor pupil progress in School of their learning area
- Report on progress and challenges within their learning area
- Keep up to date with developments at both national, regional and local level
- Ensure adequate coverage of the NC (National Curriculum) with progression planned into Schemes of Works (SOWs)
- Support and offer advice to colleagues and plan for improvement
- Provide efficient resource management for the learning area



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8.4 The **School Leadership** will:

Headteacher

- ***Ensure that Curriculum changes for 2021 and thereafter are in place***
- ***Ensure that Assessment plans for 2021 and thereafter are in place***

- Ensure the Curriculum is fit for purpose (especially post pandemic) so pupils leave resilient and equipped to play a role in a modern, technological and diverse community as global citizens armed with a passport of skills appropriate for the 21st Century
- Ensure that the amount of time allocated to teaching the curriculum is adequate and is reviewed by the Standards Committee on an annual basis
- Implement catch-up strategies for pupils who have experienced intermittent education during 2020.
- Provide an ethos and School culture that encourages and supports achievement
- Ensure the Curriculum meets all National Curriculum requirements
- Ensure that all statutory 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
- Monitor how subjects are taught including blended learning, assessment, the use of language and ICT capability / remote learning
- Ensure that assessment procedures meet all statutory requirements
- Ensure religious education and Collective Worship meet the requirements of legislation
- Ensure sex education meets the requirements of legislation
- Ensure there is a planned programme of drugs education as part of the science curriculum
- Ensure the Curriculum is accessible to all pupils regardless of ethnicity, gender, background, culture, faith or socio-economic status
- Make appropriate provision for pupils with SEND, EAL, G&T, or any learning difficulties
- Work with the wider community to enrich and enhance the Curriculum
- Ensure staff are fully informed of developments regarding the Curriculum and provide suitable CPD opportunities for staff
- Monitor the delivery of the Curriculum and the Policy
- Ensure pupils and their parents/carers receive accurate information about pupil progress, how pupils compare with national expectations and what is required to help them improve
- Involve the Governing Body in the decision-making processes that relate to the breadth and balance of the creative Curriculum
- Advise the Governing Body on statutory targets and provide reports on outcomes and progress



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Governance

- Actively participate in decision-making about the breadth and balance of the creative Curriculum
- Consider the advice of the Headteacher when approving this Curriculum Policy
- Offer challenge to the Headteacher regarding the Curriculum and its delivery
- Publish to parents the annual National Curriculum test and/or teacher assessments results in the School's prospectus and describe progress towards meeting agreed targets
- Consider the advice of the Headteacher when approving and setting targets
- Ensure that staff are presenting political issues in a balanced and non-biased way to pupils
- Support the work of the School and monitor its progress through a range of activities including Governor visits, lesson observations and observing displays seen within school
- ***Ensure that Curriculum changes for 2021 and thereafter are in place***
- ***Ensure that Assessment plans for 2021 and thereafter are in place***
- Receive and consider reports through the year on the standards reached in each subject by specific year groups and specific pupil groups, benchmarked against national averages and similar schools
- Receive and consider reports regarding the standards achieved at the end of KS2 by gender and ethnicity, compared with national and local benchmarks
- Receive and consider reports regarding the standards achieved by pupils with SEND
- Receive and consider reports regarding the number of pupils for whom the curriculum was disapplied, the arrangements that were made, how pupils and parents were informed, how progress was monitored and the progress made by those pupils
- Receive and consider reports the views of staff about the action required to improve standards
- Receive and consider reports regarding the nature of any parental complaints



St Andrew's C of E School, Totteridge

9 Sources of further information and support

The National Curriculum in England

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

Governance Handbook - DfE

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925104/Governance_Handbook_FINAL.pdf

Good Practice in English teaching - OfSTED

<https://www.gov.uk/government/collections/ofsted-examples-of-good-practice-in-english-teaching>

Good Practice in early reading – OfSTED Blog

<https://educationinspection.blog.gov.uk/2019/11/04/early-reading-and-the-education-inspection-framework/>

Deeply Christian, serving the common good – C of E Education

<https://www.churchofengland.org/about/education-and-schools>