# Kilby St Mary's C of E (Aided) Primary School

## Curriculum Policy & Guidelines

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| **Date:** | **June 2025** |
| **Signed:** | |
| **Name & Position:** | **The Reverend Canon Philip O'Reilly, Chair of Governors** |
| **Review By:** | **June 2028** |

**Contents**


| Section | Content |
|---|---|
| 1 | Our curriculum statement of intent |
| 2 | Our school vision |
| 3 | Curriculum |
| 4 | Christian values and ethos |
| 5 | National curriculum |
| 6 | Spiritual, moral, social and cultural |
| 7 | Roles and responsibilities |
| 8 | Monitoring and evaluating |
| 9 | |
| 10 | |
| 11 | |
| 12 | |
| 13 | |
| 14 | |


## 1. Our Curriculum Statement Of Intent

Our knowledge based curriculum is based upon and covers the content of the National Curriculum. It is organised into a 2 year rolling programme for our mixed age classes. Our Curriculum is coherently planned to ensure progression and continuity of knowledge skills and understanding, to be built upon at a deeper level in subsequent years.
It is through the teaching and learning experiences within our Curriculum that pupils will attain the goals of our School Vision.

## 2. Our School Vision

Pupils will have gained sufficient knowledge, skills and understanding for future learning and employment.
Pupils will have made real progress in the sense that they will know more, remember more and be able to do more.
Pupils will aspire to be the best that they can be.
Pupils will have acquired confidence, resilience and knowledge to keep them mentally healthy.
Pupils will have confidence in themselves and their abilities to enable them to take on new challenges and adapt successfully to changes in the future.
Pupils will understand, appreciate and respect differences within the world and respect different peoples' culture, faiths, feelings and values.
Pupils will use their knowledge and understanding of environmental issues to actively take care of our planet.
Pupils will show kindness and compassion in their behaviour towards other people, towards all living things and the world in which we live.
Pupils will have gained the skills, knowledge and understanding to become responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults.
Pupils will demonstrate a range of positive social skills which enable them to build effective and worthwhile relationships.

## 3. Curriculum

It is important that our curriculum for Key Stage 1 builds on the child-initiated ethos of the Early Years Foundation Stage principles. Pupils should be active partners in developing the curriculum. Their questions, interests and ideas are therefore utilised to develop and enhance planned learning experiences.

Throughout Key Stage 1 and Key Stage 2 a wide variety of teaching and learning approaches and styles are used to promote pupil engagement with the curriculum. Staff regularly utilise a range of high-quality resources to encourage independent learning and inspire pupils. The whole school environment, both inside and outside, is also used regularly to enrich the curriculum. We take advantage of partnerships with parents, church and local, national and global communities when these will create real and meaningful contexts within the curriculum for the pupils. This is done through real and virtual experiences that enable pupils to have valuable experiences.

## 4. Christian Values and Ethos

As part of the process of designing the curriculum for each half-term, staff will consider how our School Christian Values of:

- Love
- Forgiveness
- Friendship
- Hope
- Respect
- Honesty

can be incorporated into and lived out through the teaching and learning.

As part of the process of designing the curriculum for each half term, staff will consider how British Values of:

- The Rule of Law
- Democracy
- Individual Liberty
- Mutual respect for and tolerance of those with different faiths and for those without faith.

can be incorporated into and lived out through the teaching and learning.

## 5. National Curriculum

The curriculum provided for our pupils will cover the following National Curriculum subjects:

- English
- Maths
- Science
- Art and Design
- Computing
- Design and Technology

- Geography
- History
- Music
- PE
- RE (for which we follow the Leicestershire agreed syllabus and 'Understanding Christianity'
- Languages: French (upper Key Stage 2) and Spanish (lower Key Stage 2)
- RSHE

We recognise and promote the key importance of the core subjects and developing the pupils' expertise in reading, writing and maths. We aim to activate the pupils' learning in these subjects in innovative, creative and exciting ways. We firmly believe that this should be balanced within both the whole National Curriculum and the wider school curriculum.

The curriculum should not fully prioritise Core subject learning at the expense of a broad and balanced curriculum or pupils' holistic development, but each should support and enhance the other aspects (foundation subjects).

We plan for the National Curriculum content to be covered in less than 100% of the teaching time, to allow for Thinking and Improvement Time following feedback which will ensure feedback is acted upon. This should also allow time for additional learning events take place and for pupils' ideas and interests to be utilised and explored.

## 6. Spiritual, Moral, Social and Cultural

There are numerous opportunities for supporting the pupils' SMSC development through all areas of the curriculum.

Spiritual development is promoted through RE sessions, such as "People of God" and "Salvation" and through a range of Collective Worship themes.

Moral development is promoted through Class Circle Times, discussions about class and school rules, and Collective Worship themes e.g. Right, Rules and Responsibilities. There are also elements considered within RSHE themes.

Social development is promoted through a wide range of collaborative learning experiences and opportunities for play, RSHE, School Council Group, Community Events and Collective Worship themes such as "Harvest" and "Mothers".

Cultural development is promoted through the curriculum for RHSE and RE and through positive sharing of the variety of languages and cultural identities of our pupils, their families and the wider world. This is particularly evident in the recurring RSHE theme, 'Diversity and Communities' which focuses on global citizenship and similarities and differences between cultures.

## 7. Roles and Responsibilities

The Curriculum Leader maintains an overview of the curriculum provided by the school and works in partnership with the Headteacher on a range of strategic planning, monitoring and evaluating tasks, from

the full range of evidence provided by other staff and governors.

Subject Leaders ensure that all the aspects of the National Curriculum content are identified within the curriculum overviews. In our school we use our own internal assessment to identify the objectives from the National Curriculum which will be covered and assessed in each year group. Subject Leaders review teaching and learning to ensure that pupils' learning becomes increasingly more challenging as they move through the year groups, and to maintain an overview of standards within their subject.

Subject Leaders also produce annual action plans for their subjects, support class teachers with the writing of medium-term plans, analyse the standards within their subject, provide or signpost staff towards training and resources and engage in developmental work / research projects with external colleagues.

Class Teachers have the final responsibility to produce class specific, medium and short term planning for their pupils. They also have responsibility for the standards their pupils achieve, the progress they make and the evidence of this learning. Pupils will be assessed by the class teacher, each term. Class teachers should ask for guidance from Subject Leaders when appropriate and are required to ensure all provision promotes our School Vision.

## 8. Monitoring and evaluating

The Headteacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress. Monitoring and evaluating tasks will be undertaken in partnership with the Curriculum Leader. These tasks will link into a programme of monitoring, Strategic Development Plan priorities and actions, as well as performance management of teaching staff. The Curriculum Leader and SLT will report their findings through regular reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.

Subject Leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutiny and pupil interviews. They will provide written feedback to governors, the Headteacher and staff to celebrate strengths and identify aspects for improvement.

The Curriculum Link Governor will act as critical friend to the Curriculum Leader. Termly meetings are held to discuss progress made and support the identification of next steps for development. The Curriculum link Governor and Curriculum leader will also meet with other subject leaders and produce a report which will be shared with Governors.