



Elton Primary School & Nursery

Curriculum Policy

In our school, the wellbeing and education of all our children comes first

Reviewed	Spring 2024
Review	Spring 2026

RATIONALE

This document is a statement of the aims, principles and strategies used for the development of the curriculum undertaken within Elton Primary School and Nursery. The policy aims to take into account diversity and provide equality of opportunity.

INTRODUCTION

The curriculum includes not only the formal requirements of the National Curriculum (2014), but also the enrichment opportunities we provide to develop the independence and responsibility of all of our pupils. We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account and reflects the community in which we live.

AIMS

Staff and governors together identified what the intentions of our curriculum would be. The skills and attitudes we want our curriculum to develop in our children are:

1. To build resilience – to have the confidence to have a go, to be prepared to make mistakes, to try other approaches and not give up
2. To develop respect for oneself and others; and empathy for issues people face both locally and globally
3. To know how to be healthy - both mentally and physically
4. To develop teamwork skills – to have the ability to work with every other child
5. To foster a sense of inquisitiveness – a level of curiosity, to question things and develop critical thinking
6. To become independent in how they approach, research and present work
7. To be fully engaged and enjoy their learning
8. To be able to confidently and creatively express themselves artistically, mathematically, digitally, verbally and in written format.

CURRICULUM ORGANISATION

- a. The National Curriculum (2014) is taught to all pupils in Y1, 2, 3, 4, 5 and 6.
- b. The school uses “Pathways to Write” planning for English, “Pathways to Read” for reading and “White Rose” for maths.
- c. Foundation subjects are organised so that their content matches the texts we are reading in English lessons wherever possible.
- d. The school uses schemes as the basis for planning of the following subjects:
 - French Primary Languages Network
 - Music – Charanga
 - Computing – Mr Andrews Online
 - PE– Complete PE
 - RE - Cheshire West and Chester Agreed Syllabus
 - Science – Switched On Science

- e. In the other subjects, subject leaders have mapped out skills and objectives that are to be taught in each year group to ensure a cohesive curriculum in which skills are built upon systematically.
- f. Each curriculum subject has a teacher designated as the “Subject Leader” and a governor is designated for each subject too.
- g. The subject leader will be in charge of ensuring their subject is coherently planned and sequenced to develop cumulatively sufficient knowledge and skills across the whole school.
- h. Subject leaders monitor their subjects through lesson observations and drop-ins, through planning and book scrutinies; and through discussions with children. They report back termly to their designated governor.
- i. Teachers create “Knowledge Organisers” for all foundation subjects– these detail the key knowledge the children will gain during the topics. These are shared with parents – along with Learning Leaflets that detail the half-termly units that will be covered.

STRATEGIES

- We teach healthy lifestyles through activities such as active dinner and break activities, two hours of PE each week, lots of inter-school activities and clubs, the use of sports coaches in lessons and at dinner time, Christopher Winter relationship lessons, Philosophy for Children (P4C) lessons, e-safety topics and Safer Internet Day, railway safety talks etc.
- We aim to build confidence, self-worth, respect and empathy through weekly P4C lessons which allow the children to express their opinions and respond to those of their peers.
- We build teamwork through group work and by cross key stage activity days in our school teams (Dee, Delamere, Beeston and Manley) such as on Safer Internet Day, World Book Day and during our Plastic Project.
- We aim to engage and enrich all our children’s lives by building in opportunities for visits to places such as Chester Zoo, STEM festivals, Lego programming at the local science park, by working with local artists, by watching live performances performed in school and through residential visits in Years 2, 4 and 6.
- We aim to develop respect and empathy through spiritual, moral, social and cultural aspects of the children’s lives by working with the church, having “Reverend John and Friends” in for religious assemblies, P4C discussions, through art projects with AgeUKCheshire...
- We aim to give children access to technology through iPads, PCs, laptops and IWB – allowing them to explore ideas through coding and multimedia presentations.
- We enrich our curriculum by utilising expert skills in areas like French, Science, DT, PE, computing and outdoor learning as and when available.
- We aim to develop global awareness of issues by undertaking whole school projects such as our Zoo Project and Plastic Project.

ASSESSMENT

Target Tracker is used across the school to assess all subject areas. We carry out regular NFER assessments across English and Maths for Y2 to Y6 to support Teacher assessments. Class Teachers record their assessments at the end of each term using Target Tracker. It is the responsibility of the Subject Leaders to monitor, evaluate and review their subject's data. Subject leaders then update their action plans termly based on the arising needs of their subjects.

INCLUSION

Inclusion involves the identification and minimising of barriers to learning and participation and the maximising of resources to support learning and participation. We believe in giving children the strategies to be successful. This is achieved by embracing an understanding of the needs of all children taking into account their gender, race, age, ability, religion and background and providing opportunities to develop them to their fullest capability.

Teachers have high expectations for every pupil. They plan stretching work for pupils whose attainment is significantly above the expected standard and ensure those pupils for whom the expected standard is challenging, additional support is offered through small group work or interventions.

For pupils who have low levels of prior attainment or come from disadvantaged backgrounds, teachers use appropriate assessment to set targets which are deliberately ambitious as well as support through intervention in an attempt to diminish the difference.

For children with statements of SEND, planning is personalised to ensure targets are SMART and appropriate additional support is given through adult support and intervention.

For pupils for whom English is an additional language, opportunities to help pupils develop their English through 1:1 interventions occur with the aim that such pupils should be able to take part in all lessons.

Disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. Teachers plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty are identified and addressed at the outset of work.