



Curriculum Policy

This policy is intended to be read by teachers, teaching assistants, parents, governors, inspectors, support staff and staff from other schools with which we may have links.

Date Approved: Summer 1 2025

Date of Review: Summer 1 2026

Introduction

This policy outlines the Teaching and Learning approaches used at St. Luke's. It reflects the school's values and ethos. The policy has been drawn up after staff consultation and has the full agreement of the governing body. The implementation of the policy is the responsibility of all the teaching staff.

Our vision

To create a caring Christian community in which all individuals feel valued, supported and respected, and where potential is recognised and developed.

Rationale

All school policies form a public and accountable statement of intent. This policy is intended to create an agreed whole-school approach of which staff, children, parents, governors and other agencies have a clear understanding. It is important that a positive attitude towards learning is encouraged among all children and staff in order to foster self-confidence and a sense of achievement. The policy also explains how we, as a school, meet our legal requirements in all subject areas.

Curriculum

At St. Luke's we provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment. We feel it is vital that the children are taught the necessary skills and are then given the opportunities to apply them to meaningful and relevant activities. Children should be able to see links between subjects and how learning is interconnected. To this end, we have created a two year rolling programme for foundation subjects that, where possible, identifies and makes connections between subjects. This is using New National Curriculum 2014 to create our own schemes of work, as well as Cornerstones Curriculum Pro for other foundation subjects. In RE, we adhere to the National Curriculum 2014, as well as using the Essex Agreed Syllabus in conjunction with Understanding Christianity to support pupils' spiritual, moral, social and cultural development. Mathematics is taught following Maths No Problem, Phonics follows Read, Write, Inc and English lessons including the Talk for Writing approach. At the beginning of every term, there is an information pack available outlining what is to be taught, key reading, a glossary of terms and useful websites; this can be found on the school website. There are also subject pages on the school website outline the intent and implementation of subjects. St. Luke's ensures equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.

At St. Luke's we believe in educating the 'whole child' and we look to give the children as many different experiences as possible, creating life- long learners. An exciting and stimulating curriculum is important to us and we are continually updating and enriching it.

Examples of this are as follows:

'Wow' and engagement activities throughout the year.

Visitors: musicians, authors, members from a variety of religions

Sporting tournaments and events

Religious celebrations

PE specialist coaching

Community events

Cultural experiences

Regional competitions

Extra-curricular lessons and clubs

Pastoral and well- being provision

. Legislation and guidance

This policy reflects the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach. It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the Early Years Foundation Stage (EYFS) statutory framework.

Roles and Responsibilities

The governing body will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- * A robust framework is in place for setting curriculum priorities and aspirational targets
- * Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- * Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- * The school implements the relevant statutory assessment arrangements
- * It participates actively in decision-making about the breadth and balance of the curriculum
- * It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- * All required 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

- * The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing body
- * Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- * They manage requests to withdraw children from curriculum subjects, where appropriate
- * The school's procedures for assessment meet all legal requirements
- * The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- * The governing body is advised on whole-school targets in order to make informed decisions
- * Proper provision is in place for pupils with different abilities and needs, including children with SEN

Communication

All communication needs to follow the communication tree of class teacher, Key Stage Lead and then Deputy Headteacher and/or Headteacher. All SEND matters can be communicated directly to the SENCO (Mrs Clare Walker). Pastoral matters can be communicated directly to Mrs Sarah Lewis. A contact form on the school website must be completed in order to book meetings with staff.

Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- * More able pupils
- * Pupils with low prior attainment
- * Pupils from disadvantaged backgrounds
- * Pupils with SEND
- * Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects. Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.