

Policy reviewed by Sarah Jolliffe
Policy revised: September 2021
Date of next review: September 2022

Crawley Ridge Junior School



Curriculum Policy

Aims

Our curriculum aims to:

- Develop successful individuals who enjoy learning, make progress and succeed
- Build confident, resilient and articulate children who are able to lead safe, healthy and fulfilling lives
- Enable children to be responsible members of our inclusive community who make a positive contribution to society.
- Ensure that all learning experiences are underpinned by our 3 core values of Respect, Positivity and Belonging
- Ensure a focus on learning core skills identified for every subject. Our curriculum prioritises reading in order for children to fully access a broad and balanced curriculum
- Enable pupils to develop knowledge and understanding with rich experiences; placing learning objectives in a local, global and cultural context for children
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support

Please refer to our 'Big Picture of the Crawley Ridge Curriculum' to see how our aims underpin our intent, implementation and impact of the whole curriculum.

Legislation and guidance

This policy broadly reflects the requirements of the [National Curriculum programmes of study](#), whilst recognising the freedoms afforded by the school's academy status.

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](#).

The Curriculum at Crawley Ridge Junior School

At Crawley Ridge Junior School, the curriculum is taught through a subject based approach with meaningful links made across subjects when possible. The broad theme of learning is identified on the whole school curriculum overview. Subject leaders and class teachers have worked together to map how subjects will be covered within these over-arching topic themes and identify the progression of skills necessary for children to learn by the end of their time at CRJS. Teachers are responsible for planning, evaluating and teaching in their classes; they take account of each cohort when considering how our curriculum plans should evolve year on year. Our Teaching and Learning

Policy supports teachers to consider what makes an effective lesson and outlines expectations on planning. Our Marking and Feedback policy provides guidance on how teachers respond to children's work in order to move learning forward.

At CRJS, the ethos is one of hands-on learning which is enriched with trips and workshops. These provide a shared experience for a class and are used to support high quality writing and outcomes in the foundation subjects. Teachers carefully consider which trips and visitors in school will have the most impact on pupil engagement and outcomes and how these experiences will help children to embed learning within context.

We recognise that our children will face challenges that impact on their social well-being, as a result our curriculum takes their personal development and welfare into account. We prioritise the development of pupils' knowledge, skills, spiritual, moral, social and cultural understanding. We do this through carefully considered assembly themes; regular re-visiting of how our school values support us; response to events in the news; trips; a carefully structured PSHE scheme of learning; our pupil parliament and through our day to day teaching of a broad curriculum. At Crawley Ridge, we know the importance of children understanding how to keep safe in a modern society; we teach children about road safety, water safety, safe and respectful relationships, online safety and risk benefit.

Our vast school grounds have allowed us to benefit from Forest School provision across 2 dedicated spaces. All children have the opportunity to take part in curriculum focused learning in the Forest School and we are able to support vulnerable children through targeted Forest School interventions which take into consideration a range of skills that children need to thrive now and in the future.

All teaching staff are committed to ensuring that the CRJS curriculum is relevant to the pupils we teach and community we serve. It is regularly evaluated and feedback is sought from various stakeholders in order to ensure that it is a continuously evolving curriculum.

Roles and responsibilities

The Local Academy Board (LAB)

The LAB will monitor the effectiveness of this policy and hold the Head Teacher to account for its implementation.

The LAB 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
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Head Teacher

The Head Teacher 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 LAB
- 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 LAB is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The LAB 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 SEND

Other staff

The curriculum leader (Sarah Jolliffe, Deputy Headteacher) has responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is consistency across all areas of the curriculum. Their role is to share good practice and ensure that ongoing reflection and pupil needs underpin curriculum development.

Other staff, including subject leaders, will ensure that the school curriculum is implemented in accordance with this policy.

Subject Leaders 2021-2022

English (Reading and Writing)	Mathematics	Science	Computing
Ms Laura Smart	Mr Tyler Davies	Miss Sarah Chick	Mr Tyler Davies
Physical Education	Geography	History	Religious Education
Miss Charlotte Webb	Miss Jackie Beck	Miss Jackie Beck	Miss Emily Hayer
Art	Design and Technology	MFL (French)	Music
Mrs Tracey John	Mrs Tracey John	Ms Rachel Taylor	Miss Emily Hayer
PHSE	Assessment	Educational Visits	Inclusion & SEND
Ms Rachel Taylor	Miss Sarah Jolliffe	Sue Knight	Mrs Lisa Culligan

It is the role of each subject leader to keep up to date with developments in their subject at both national and local level. They review the way the subject is taught in the school and plan for improvement.

An effective subject leader at Crawley Ridge Junior School will:

- Be a champion for their subject across the school. Celebrate and promote their subject with children, teachers, TAs, parents and governors.
- Identify CPD needs
- Request, plan and lead staff meeting sessions
- Write and regularly evaluate a subject action plan
- Monitor and reflect upon how their subject's curriculum is being covered using books, pupil conversations and other monitoring activities.
- Meet with the curriculum leader to review the progress of their action plan and identify next steps.
- Audit and order resources as needed. Ensure that resources are well looked after, stored neatly and are accessible.
- Lead/ organise whole school events linked to your subject
- Work with and meet with governors to update, review and share priorities as required.

Subject Statements

A policy statement for each curriculum area is outlined below:

English: Please see our separate English policy which outlines our approach to the teaching and learning of reading, spelling and writing.

Mathematics: Please see our separate Mathematics Policy which outlines the CRJS approach to the teaching and learning of mathematics across the school.

Science: In science we aim to initiate and sustain attitudes of wonder and enquiry about the world in which we live. The development of scientific knowledge and understanding through work based on the National Curriculum is at the heart of the children's learning with science investigations completely integrated into the children's activities.

Study is through observation and experiment, with the children forming hypotheses, carrying out investigations, measuring, recording, comparing, looking for patterns and analysing data. There are five types of scientific enquiry:

1. Observation
2. Fair testing
3. Classification
4. Research
5. Pattern seeking

Our extensive and beautiful school grounds and pond area serve as a constant source of stimulation and interest. These areas are increasingly important in developing a real appreciation of the complexity of the environment; in understanding the impact humans can have to change or damage it and in realising the importance of the need to take care of it as a precious resource for all our futures.

By stimulating and encouraging children's interest in science we hope they will learn to question and discuss science-based issues with confidence, as well as have a fuller understanding of how major scientific ideas contribute to technological change and so become informed, responsible and caring citizens of the future.

History: The study of history plays an important part in helping children to understand how the past influences the present and how beliefs and cultures have influenced people's actions. Through this, children are able to acquire an understanding of themselves as individuals and as members of society. Whilst the National Curriculum forms the foundation of our curriculum, we aim to enhance this through visits, visitors and theme days in order to provide first-hand experiences for the children to support and develop their learning. The children's historical skills are developed through the key themes of similarities and differences, vocabulary, chronology, significant individuals, local history, continuity and change, cause and consequences, historical questions, recording and historical enquiry. Core ('sticky') knowledge is developed through cross unit threads of conquest, childhood, homes and houses, everyday life and work, social structure and beliefs.

Geography: Geography is an important tool of learning and communication, involving study of the physical and human processes that shape places throughout the world and the lives of the people who live in them. Through their learning, children at CRJS are able to develop an understanding of environmental change and the goal of sustainable development. Skills developed through geography help pupils to make sense of their wider world. Through our teaching of geography, we aim to increase and develop children's geographical skills, knowledge and attitudes; inspire in pupils a curiosity and fascination about the world and its people; develop knowledge about diverse places, people, resources, natural and human environments, together with a deep understanding of the Earth's key physical and human processes; develop and use skills of: mapping, compass and direction skills, interpreting diagrams and globes etc., collecting and analysing data, researching information and presenting graphical information in a variety of ways; develop skills and knowledge through the themes and practices of: field work, using and creating maps, weather and climate, patterns and processes, the environment, data, positioning and direction, vocabulary, physical and human geography, United Kingdom and the World. Geographical skills are developed through the key elements of: field work, using and creating maps, weather and climate, patterns and processes, the environment, perspectives, data, positioning and direction, vocabulary, physical and human geography, United Kingdom and the World.

R.E.: The school follows the Agreed Surrey Syllabus for R.E. We have carefully reviewed the range of optional units and chosen a curriculum which best suits our children and will expose them to a broad range of faiths during their time at Crawley Ridge. Each year group teaches elements of Christianity plus another major World religion. Pupils visit local churches as well as a mosque, a synagogue and a Hindu temple. Religious education contributes dynamically to pupils' education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. In RE they learn about and from Christianity and other principal religions in local, national and global contexts, to discover, explore and consider different answers to these questions. They will also, at various points within the Surrey Agreed Syllabus, engage with and respond to non-religious worldviews such as Humanism. Children learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching at CRJS, therefore, equips children with systematic knowledge and understanding of a range of beliefs and practices, enabling them to develop their ideas, values and identities. Religious education also develops in pupils an aptitude for dialogue so that they can participate positively in our society with its diversity of beliefs. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences, whilst respecting the right of others to

differ. Religious education at Crawley Ridge supports children in developing their sense of identity and belonging and enables them to flourish individually within our community and as citizens in a diverse world.

P.E.: Physical Education should provide an enjoyable, satisfying and balanced programme, with opportunities for pupils to develop physically, socially, emotionally and cognitively. The Physical Education curriculum at Crawley Ridge Junior School offers a comprehensive range of experiences to meet the needs of individual pupils and the encouragement of active involvement. This is enhanced through the range of before and after school clubs available to the children along with inter-school matches and tournaments. A great emphasis is also placed on school /club links allowing children to experience a range of sport outside the curriculum. The development of physical skills, confidence, enjoyment, tolerance and the appreciation of strengths and weaknesses of both themselves and their peers are considered to be an important part of the learning process. The use of ICT cameras encourages evaluation and role modelling of the specific skills required. General knowledge and understanding along with positive personal and social attitudes are also encouraged. It is intended that the varied physical activities offered to the children, together with an awareness of the leisure opportunities available within the community, will develop those skills and attitudes conducive to involvement in an active and healthy lifestyle.

Music: We believe in the value of a strong music curriculum; we believe that by developing skills in creative and performing arts we develop a child's individuality and self-confidence. All the children who come to Crawley Ridge are offered musical opportunities in lessons including composition, appreciation of music and performance and production of music. All children experience learning an instrument. We offer a number of tuition opportunities including piano, flute and fife. During their time at CRJS, children have the opportunity to perform during Christmas carol concerts, the annual Spring concert, Year 6 production and the Young Voices Choir at the O2.

PSHE: Crawley Ridge Junior School is committed to providing a high-quality educational experience for all pupils. Our curriculum determines and underpins the whole ethos of our school. At Crawley Ridge, our personal, social and health education (PSHE) curriculum brings together citizenship with personal well -being, whilst promoting fundamental British values. PSHE is taught through discreet lessons, but it firmly underpins all activities, assemblies, educational visits and school clubs. It is intended that we will offer a cohesive whole-school approach which enables our children to become healthy, independent and responsible members of our society. Please see our separate RSE policy for details about how we approach the teaching and learning of healthy relationships and sex education.

Computing: At Crawley Ridge Junior School, our aim is to create motivated lifelong learners using computing to support and enhance teaching and learning. We aim to provide pupils with the skills that they need to benefit from new technologies whilst knowing how to keep safe online, at school and at home (refer to our Online Safety Policy for more information). We expect high standards of achievement by all pupils, supported by staff who are confident and competent in the use of computing. Our school computers are fully integrated into the curriculum. We have a large bank of laptops and teacher iPads for use around the school. All classrooms have interactive whiteboards to facilitate children's learning. In all year groups, teachers plan units of work based on the year group overview which has been developed based on thorough research by the subject leader. They use the various schemes and resources provided to support their own subject knowledge and planning. Children are taught to understand computer networks, including the internet, and the opportunities they offer for communication and collaboration. They use search technologies effectively, learn to appreciate how results are selected and ranked, and be discerning in evaluating digital content. Children at CRJS are taught to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; and, identify a range of ways to report concerns about content and contact.

Art: Children need to develop the ability to observe the world and respond to it expressively and creatively. Children in our school are taught to record through sketching from direct observation; to consider and reflect on the world about them. They develop their work into a variety of media including: pastels, watercolour, clay, printing and batik whilst learning about artists from different backgrounds and experiences. At Crawley Ridge Junior School we are very fortunate to have grounds that can inspire us and can even become part of our art.

Design and Technology: At our school, design-based tasks enable children to observe a process at first hand. Children learn to think and design creatively and have opportunities to be inventive in creating practical solutions to a given problem. They develop practical skills in areas such as model making; the use of textiles and food technology. Constant modifications and improvements are often made as the children plan and evaluate their progress in attempting to solve problems and in creating end products. Our kitchen provides exciting opportunities for food preparation which is linked to supporting children to understand seasonality, cultural traditions and our ongoing commitment to developing healthy lifestyles.

Spiritual, Moral, Social & Cultural Curriculum: SMSC is taught through all aspects of school life. Please refer to our SMSC overview which was put together by our PSHE leader to demonstrate the many ways we show our commitment to developing the whole child.

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:

- Higher skilled 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 SEN 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.

Monitoring arrangements

Senior Leaders and Subject Leaders monitor the implementation of their subject throughout the school by carrying out:

- Learning walks
- Book scrutiny
- Relevant assessments including TAMAT Foundation Assessments
- Pupil conversations
- Staff meetings
- Questionnaires

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Accompanying senior & middle leaders on learning walks
- Observing book scrutinies
- Reviewing policies
- Questioning the Head Teacher's report
- Interviews with children
- Governor portfolio monitoring

Links with other policies

This policy links to the following policies and procedures:

- Feedback and marking policy
- SEND policy and information report
- Equality information and objectives
- RSE policy
- Teaching & Learning Policy
- English Policy
- Maths Policy

Other documents to refer to:

- Big Picture of the CRJS Curriculum
- Whole School Theme Overview
- Subject specific maps
- Skills progressions
- Year group termly learning overviews
- Desired impact document
- SMSC overview

This policy will be reviewed at least every 3 years by the Curriculum Leader.