



## Curriculum Policy

‘We are a community that is supportive, prepared and together we achieve life in all its fullness’

‘I have come that you may have **life in all its fullness**’ (John 10:10)’

<b>Approved by:</b>	Curriculum and Ethos Committee	
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# 1. Curriculum Intent

## 1a Introduction

The curriculum at Chalfont St Peter C of E Academy is ambitious, enriching and designed to raise achievement, inspire a love of learning and prepare our pupils for their future.

At Chalfont St Peter C of E Academy (CSPA), our vision and values underpin our curriculum design and approach to teaching and learning. We strive to embed our CSPA and British values into the children's four-year journey so they develop as happy, resilient and motivated learners. Our sense of community creates a strong foundation for positive, successful learning and a school where staff, governors, parents and pupils work together and take great pride in our school.

Teachers passionately teach our curriculum with the children's personal development and academic progress as paramount. We plan inspiring learning experiences which encourage those awe and wonder moments, igniting curiosity and a love of learning. Our curriculum is carefully planned to stimulate the children's creativity and reflect their cultural capital.

Our CSPA curriculum is relevant, broad and balanced, promoting all pupils' emotional, social, spiritual and academic needs. It is sequential and progressive. Cross-curricular links help children to make connections, revisit knowledge and build on prior learning. Children have the time for reflection and there is a strong emphasis on not only building on the knowledge, understanding and skills within each topic but also why the chosen learning programme is important to the here and now.

The CSPA curriculum consistently highlights the impact of a growth mindset opposed to a fixed mindset and encourages our children's capacity to learn. Teachers teach skills for effective communication and children rapidly learn the benefits of working collaboratively. Our children also learn how to develop their independence to show enterprise, leadership and ingenuity. Teachers create safe learning atmospheres where pupils are happy to take risks and view mistakes as opportunities to learn.

The CSPA curriculum design encourages pupils to recognise and identify with their learning behaviours using our CSPA Rainbow. They grow in confidence, knowing their strengths, talents and areas for development. Our curriculum is fully inclusive and accepting of difference, developing both the children's personal morals and levels of respect. Children are given endless opportunities to master their full potential.

Our CSPA Curriculum shares the following aims. Our curriculum is designed to provide:

- ❖ A broad, balanced and sequenced curriculum
- ❖ Ambitious expectations for all to achieve
- ❖ Strong British, social, moral, cultural and spiritual values
- ❖ Community and collaboration
- ❖ Enjoyment and enrichment
- ❖ Rich experiences and literature to promote cultural capital
- ❖ Inclusivity and celebrating difference
- ❖ Promoting learning behaviours and a growth mindset
- ❖ Opportunities to build confidence and resilience
- ❖ Impactful transition plans to prepare for a rich future
- ❖ A connected curriculum with cross curricular links
- ❖ Emotional and physical health and wellbeing

**Ambitious expectations for all to achieve**

**Broad, balanced and sequenced curriculum**

**Emotional and physical health and wellbeing**

**Strong British, social, moral, cultural and spiritual values**

**A connected curriculum with cross curricular links**



**CHURCH OF ENGLAND  
ACADEMY**

## **Our Curriculum Design**

**We are a community that is supportive, prepared and together we achieve life in its fullness.  
"I am come that they might have life, and that they have it in all its fullness."(John 10:10)**

**Community and collaboration**

**Impactful transition plans to prepare for a rich future**

**Enjoyment and enrichment**

**Opportunities to build confidence and resilience**

**Rich experiences and literature to promote cultural capital**

**Inclusivity and celebrating difference**

**Promoting learning behaviours and a growth mindset**

# Key Drivers



## Inclusion

- Opportunities for all pupils
- Tailored support and challenge to help pupils reach their full potential
- A curriculum that exposes and promotes diversity
- Respectful and empathetic learners

## Community

- A culture of family and unity
- Positive relationships
- Effective contribution
- Impact of choices
- Tolerance and appreciation
- Keeping ourselves and each other safe
- Strong values

## Resilience

- Equipping pupils to deal with challenges and barriers
- A culture which promotes safe risk-taking
- Supporting pupils to set high aspirations and prepare them for their CSPA journey and their futures

## Excellence

- High expectations
- A broad and balanced curriculum
- Enrichment and extra-curricular activities
- Empowering pupils with leadership roles
- Connected and cross-curricular learning



## Teamwork

I like to learn with others sharing my ideas and thoughts to help us all to learn and make progress together

## Curiosity

I have a love of learning so I ask questions and get fully involved in my learning.

## Confidence

I participate in lessons by keeping fully engaged and taking pride in my contribution. I care about my learning!

## Our CSPA Rainbow

## Enthusiasm

I am eager to learn, make improvements and I always give 100%,

## Creativity

I actively use my imagination and try different strategies and approaches to solve a problem.

## Reflection

I listen to advice and use feedback to help improve my work.

## Ambition

I have a 'can do' attitude and push myself to reach my full potential – even if it is hard and I have to show plenty of resilience.

## **1d Positive learning behaviours - The CSPA Rainbow**

The CSPA rainbow provides children with prompts and targets to encourage impactful learning behaviours so they can learn positively and successfully. Each colour of the rainbow references each of the learning behaviours which are presented to the children as learning powers.

# **1. Curriculum Implementation**

## **2a Introduction**

Our teachers have strong subject knowledge and CSPA provides training opportunities, professional development and actively encourages the sharing of best practice. Subject leadership teams and partnerships provide effective support for colleagues with an annual schedule of work for monitoring, evaluating and reviewing their subjects.

Teachers use both formative and summative assessment effectively to inform their planning and teaching. Differentiated learning ensures that children are both challenged and supported. Teachers plan thoughtfully including enhanced entry and exit activities for new topics. The level of pace is carefully considered and adapted as needed.

Our curriculum and teaching approach allows our children to learn in different ways in an environment that remains stimulating and inviting. Where needed, our curriculum allows for additional interventions to be made ensuring that all children make steps of progress.

Enrichment opportunities are plentiful and feature in the everyday curriculum as well as in our extensive extra-curricular programme, WOW days, school trips (residential and day trips), specialist visitors to school and year group/whole school experiences.

Our curriculum design responds to pupil voice groups to ensure whole school ownership for learning opportunities and development.

**Associated policies:** Teaching and learning policy

## **2b CSPA Values**

Our values underpin our curriculum design, our approach to teaching and how the children learn. They provided a starting point for our curriculum design and feature throughout. In practice, our values can be seen and felt in every classroom. All members of our CSPA family are key in helping us to demonstrate and carry our values throughout the school.

Daily Collective Worship provides an opportunity for our school family to gather together and reflect. Together children and adults will embrace our school values as we consider together current issues, locally, nationally and internationally. We explore connections with religion and our RE curriculum, broadly Christian but with time spent exploring other world religions. Celebration assemblies also regularly take place to congratulate and reward children's achievements.

**Associated policies:** Re Policy, Collective Worship Policy

## **2c Social, moral, spiritual, cultural (SMSC) development**

Provision for the social, moral, spiritual and cultural development of our children is embedded across the curriculum with many opportunities for enrichment. We value the importance of providing a curriculum that is going to contribute to our children's personal development, including areas of health and wellbeing. We have a focus on encouraging a growth mindset in our children so they can approach their learning with a positive and resilient outlook.

At CSPA there are numerous opportunities for supporting our children's SMSC development, such as: spiritual development and reflection promoted in RE lessons and daily collective worships; moral development promoted through PSHE themes, living our values and pupil voice; social development promoted through endless opportunities for collaboration and community events; cultural development promoted through learning topics across the curriculum positively celebrating cultural diversity and identities in our school community.

**Associated policies:** SMSC policy

## **2d British Values**

At Chalfont St Peter C of E Academy, we actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We use teaching resources from a wide variety of sources to help people learn more about the diverse world around them. The election of leadership roles in school upholds the values of democracy, such as the election of house captains where the candidates give speeches followed by a whole school vote. Pupil voice groups such as the School Council and the 'Wings' are also elected by their peers and give the pupils a voice to be listened to. Children learn to accept and respect opinions different to their own and across the curriculum, opportunities are provided for pupils to discuss, debate and consider differing points of view.

## **2e Curriculum planning**

Our curriculum is planned and assessed against the National Curriculum and is based on the achievement of age-related expectations. The National Curriculum comprises three core subjects: English, Mathematics and Science and the foundation subjects: Art and Design, Computing, Design and Technology, Geography, History, Music and Physical Education. In addition RE is taught across the school and French is also taught to all year groups. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills.

Curriculum subject maps have been developed and continue to be reviewed and updated. These maps provide learning journeys, building on their prior knowledge while introducing new learning opportunities term by term and year by year. Similarly year group curriculum maps feed into a whole school map to ensure sequential and progressive learning. The mapping will detail early themed 'hooks' to inspire learning, knowledge and skills to be covered and opportunities for cross curricular links.

You can read more about individual subjects at CSPA by visiting the curriculum pages on our website by clicking [here](#).

At CSPA teachers do not have to follow a specific planning format to afford them time to plan effectively while managing their workload and prioritising teaching and learning. Within their style of planning teachers will

include: specific learning goals/objectives, learning outcomes and success criteria, progression in learning and skills lesson to lesson, differentiation and assessment for learning opportunities.

**Associated policies:** Teaching and Learning Policy

## **2f Subject Leadership**

The role of the subject leader is to:

- Provide strategic lead and direction for their subject;
- Support and offer advice to colleagues on issues related to their subject;
- Monitor pupils progress in that subject area;
- Provide efficient resource management for the subject;
- Keep abreast of developments within their subject both locally and nationally;
- Create action plans linked to the school development priorities.

**Associated policies:** Subject Leadership Policy

## **2g Enjoyment of reading and a love of books**

Promoting an enjoyment of reading and a love of books is integral to our curriculum. The use of exciting, stimulating and varied texts is a key feature across the school. Whilst ensuring effective progression and sequencing, our meaningful choices of texts and authors champion diversity and equality and challenge disadvantage and stereotyping.

**Associated policies:** Reading policy

## **2h Resources (including IT)**

We use a wide range of quality resources to support the curriculum. Pupils are actively encouraged to independently use resources to aid their learning, developing independent learning. To Personalise, engage and motivate learning, we use IT to enhance learning across the school through the use of our dedicated Computing Suite with 30+ desktops, mobile technology including iPads, iPods and Chromebooks, subject specific software to complement learning in lessons alongside online resources and classroom-based resources.

## **2i Homework**

All children are given English-based and Maths-based homework during the school week. These tasks at home are appropriate to the children's age and are intended to both consolidate and enhance the learning carried out at school and further develop their skills of independence and perseverance. We believe that homework set in the context of a positive partnership between school and home makes an important contribution to a child's progress at school.

**Associated policies:** Homework policy

## **2j Inclusion**

We are an inclusive school and we endeavour to ensure that **all** pupils have equal opportunity across the curriculum and in all aspects of their CSPA experience. Teachers set high expectations for every pupil. We support and challenge all children to help them to make progress from their very own starting point. We set suitable learning challenges, overcome barriers to learning for individuals and groups and effectively respond to diversity and individuality.

**Associated policies:** Special Educational Needs Policy and Pupil Premium Policy

## **2k Pupil voice**

Pupil voice and pupil choice is part of CSPA curriculum when children are consulted on what they enjoy learning, building on their interests and their prior knowledge and skills. Children are often asked to reflect on and discuss with their peers and teachers key questions such as:

- ★ What do I already know?
- ★ What do I want to find out?
- ★ What new learning will I experience?
- ★ How will I share my learning?
- ★ What will my next steps be?

## **2l Enrichment (clubs, 'WOW' events, trips and activities, visitors and experts)**

In all year groups, opportunities will be taken to extend and enrich the curriculum beyond the statutory requirements through: use of our school grounds, the locality and surrounding areas, themed and traditional CSPA weeks (E.G Arts Week, Science Week, International Week), educational visits (day and residential trips), workshops and visitors (E.G Learning Dome), parental support and expertise (World of Work).

Beyond the classroom and the school day, we provide a varied, enriching and exciting extra curricular clubs programme. Pupils take part in clubs which range from the creative, to subject extensions to sporting activities and to those that encourage them to pursue their interests, develop their talents and collaborate with others.

## **2m Learning Outside the Classroom**

At Chalfont St Peter Church of England School, we recognise that outdoor education contributes to the development of the whole child. Therefore we encourage children to: explore outside and make connections within their learning, ask and answer questions of both the man-made world and the natural world, reaching their own conclusions, show care and respect for all things and be inspired and motivated by the wonder of our world. These experiences serve an educational purpose through 'real-world' and meaningful learning whilst providing 'hands on' activities to increase confidence, social and communication skills, independence and sense of achievement.

# **2. Curriculum Impact**

## **Introduction**

CSPA children achieve well by developing knowledge and skills as they progress through the school. This is reflected in the results that are achieved at the end of Key Stage 2 where achievement is consistently above national and Buckinghamshire averages. Pupils make progress from their own starting points.

Teachers and leaders use the school's assessment information, both formative and summative, to support judgements on the impact our curriculum is having. Teachers provide effective and timely feedback both verbally and in writing to highlight strengths and how to develop further 'Book Looks' demonstrate the successful curriculum journey pupils make and pupil interviews reinforce the children's knowledge, understanding and positive attitude.

CSPA pupils fully recognise and understand their own learning behaviours and what constitutes an effective learner. As a result pupils know how to use their learning and how to apply it in different contexts. Learning environments are industrious, exciting and there is a real 'buzz' in every classroom.

At the end of their four-year journey, CSPA pupils move on to their next stage of education fully prepared, confident and equipped to tackle any future experiences and challenges.

**Associated policies:** Assessment Policy, Feedback Policy, Assessment monitoring reports

### 3. Legislation

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

This policy complies with our funding agreement and articles of association.

### 4. Roles and Responsibilities

**The governing board** 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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)

**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 board
- 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 board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board 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

**Other staff** will ensure that the school curriculum is implemented in accordance with this policy.