



Falcon
JUNIOR SCHOOL

Curriculum Policy

Approved by: Governors

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1. Curriculum aims

At Falcon Junior School, we provide a safe, encouraging and engaging learning environment that enables all children to develop the skills, knowledge and attitudes to make the most of their lives, now and in the future.

Our curriculum puts the child at the centre of our nurturing and achieving school, where positive relationships, based on mutual respect are at the heart of everything we do. Our ambitious curriculum follows the Primary National Curriculum. It exposes our children to enriching experiences, building progressive knowledge and skills and equipping them with the personal characteristics required to succeed in life.

Our values of kindness, respect, creativity, positivity, aspiration and resilience underpin all aspects of our curriculum and school life. The key principles and drivers behind the design of our curriculum are for our children to:

Our curriculum aims/intends to:

- 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
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- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in the next stages of their education and future lives

These curriculum aims are underpinned by our values of kindness, respect, creativity, positivity, aspiration and resilience

- Our school values giving pupils a wide range of opportunities for pupils to learn **creatively** and build their **resilience** through an **aspirational** curriculum.
- Our school values the importance of diversity, **respect** and **kindness**, so our curriculum promotes cooperation, teamwork and represents diverse voices

2. 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 [maintained schools governance guide](#).

3. Roles and responsibilities

3.1 The governing board

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

The governing board will also make sure 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 pupils 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

3.2 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 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 pupils with SEN

3.3 SLT

The SLT will support all subject leaders, monitor workload and source training with providers such as VNET. The Headteacher will coordinate the subject leaders, meeting regularly with them and providing support and guidance. The SENCo will advise on supporting SEN children to access the curriculum.

3.4 Subject Leader

Will champion the subject by providing a strategic lead, direction and content rationale for their subject. They will assist in the development of long term plans that build on prior learning to ensure children know more and remember more. Monitoring, evaluation and coaching of teaching will support colleagues to enable high quality learning through high quality teaching of the subject e.g. co-planning, team teaching, and observing/giving feedback where necessary, INSET opportunities and planned staff meetings are used to update teacher skills and knowledge. Leaders will maintain a live action plan that develops a curriculum overview that ensures all aspects of the National Curriculum learning objectives and key skills are incorporated through implementation of the following:

- renew, update and share resources needed to deliver the curriculum
- develop assessment and record keeping to ensure progression and continuity. • keep abreast of developments in their subject regarding changes in education.
- monitor and evaluate the quality of teaching and learning in their subject in school and provide feedback to all stakeholders by following the Subject Leader Monitoring and Evaluation Schedule (Appendix 1 Monitoring and Evaluation Policy).

3.5

Class teachers

Class teachers will ensure that the school curriculum is implemented in accordance with this policy and have a responsibility to produce inclusive and adapted planning for their pupils. Class teachers should consult subject leads for guidance and support when planning.

4. Organisation and planning

A yearly curriculum overview indicates which subjects are taught to which groups of children in which terms. Over each academic year, each child has the opportunity to experience the full range of National Curriculum subjects.

4.1

Curriculum Intent

Medium term plans are written to ensure a broad and balanced coverage of the foundation subjects. They include the learning intent and task for each unit and incorporate:

- Tier 2 and 3 vocabulary that is progressive across year groups
- Carefully thought out and purposeful sequencing which aids understanding
- SEND provision
- Deeper thinking tasks to extend learning when applicable
- A range of inclusive practices to enable all pupils to achieve the best outcomes
- Opportunities for pupil voice

- A range of skills-based and knowledge-based activities and learning
- Revisiting of prior learning to enable children to know more and remember more
- Cross-curricular links where applicable e.g. online safety is taught in Computing and RSHE lessons
- Study of diversity in our world
- Where applicable, opportunities for taking the learning outside the classroom
- making use of our locality through trips, visitors and residential trips
- RSHE embedded across the curriculum including spiritual, moral, social and cultural development
- Understanding of British values and associated vocabulary

4.2

Curriculum content

Our curriculum suits local needs and adapts the National Curriculum to suit our local context. The school follows specific frameworks for key subjects to ensure high-quality learning:

- **English:** Uses the **"Talk for Writing"** approach and a dedicated **"Falcon reading spine"** to develop fluency, extensive vocabulary, and a love for reading.
- **Science:** Focuses on "working scientifically" through observations and investigations. The school is part of the **Ogden Trust School Partnerships**, featuring trained Science Ambassadors and an annual Science Week.
- **History & Geography:** History is taught chronologically (Stone Age to WWII) to develop a sense of identity. Geography begins with local Norwich studies before expanding to global regions.
- **Wellbeing and personal development:**
- **Religious Education (RE):** Follows the **Norfolk Agreed RE Syllabus**, framing units as questions to encourage informed conversations about worldviews.
- **Physical Education:** Aims to instill core values like discipline and sportsmanship while promoting healthy, active lifestyles through competitive and challenging activities
- **Experiential Learning:** Enrichment includes visits to the **Sainsbury Centre for Visual Arts**, evacuee-themed trips to the **Time and Tide Museum**, and residential activity trips like **How Hill**.
- **RSHE & Mental Health:** Follows the **PATHS (Promoting Alternative Thinking Strategies)** curriculum to develop self-control and interpersonal problem-solving skills. The school also uses **Pol-Ed** and addresses concerns within cohorts as they arise as well as national, local issues and British values. The school also employs a Mental Health First Aider and Lead.

5. Inclusion and Targeted Learning Support

Inclusion & SEND:

The school monitors individual progress through regular pupil meetings. Support for Special Educational Needs and Disabilities (SEND) includes access to **CEPP (Child Educational Psychology Practice)** and specialised local authority training for staff.

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 SEN
- Pupils with English as an additional language (EAL)
- Pupils with medical needs
- Pupils with low attendance

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and they will make sure 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 SEN policy and information report available to view on our website.

6. Monitoring arrangements

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

- School monitoring visits
- Meetings with the school council
- Meetings with teaching staff
- Meetings with support staff
- Data analysis
- Leadership reports
- Pupil voice/surveys
- Parent surveys

Subject Leads monitor the way their subject is taught throughout the school by:

- Assessing planning
- Learning walks
- Book looks
- Pupil voice
- Class data

Subject Leads also have responsibility for monitoring the way in which resources are stored and managed. They also evaluate the learning from trips and visits to ensure that these support the curriculum.

This policy will be reviewed every two years by Head Teacher. At every review, the policy will be shared with the full governing board.

7. This policy links to the following policies and procedures:

- Assessment policy
- SEN policy and information report
- Equality information and objectives
- RSHE policy