



Everyone can shine

Curriculum Policy

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Our Curriculum

At the centre of our curriculum and all that is done in school, are the needs and experiences of each individual child. We want every child to be happy and to achieve success, to feel secure within a creative, caring and supportive environment. We want our pupils to become increasingly confident and independent learners. At Shelf, our emphasis is on the quality of teaching and learning. We provide a broad, balanced, differentiated and imaginative curriculum, which is equally accessible to all, and which enables each child to develop knowledge, skills and understanding and develop positive, caring attitudes. We have high expectations of the children in all areas of school life and individual development.

Our Curriculum Intent

At Shelf Junior and Infant School we follow the National Curriculum as it is defined by the Department for Education. We feel that our curriculum also includes opportunities to enrich the national curriculum through:

- Assemblies;
- PSHCE lessons;
- Philosophy for Children weekly sessions;
- Homework;
- Nurture provision;
- Clubs;
- Educational visits and visitors to school;
- Theme days and weeks;

After consultation with all school stakeholders, we have identified knowledge, skills and understanding that are important for our children at Shelf to learn in their time with us. We will ensure that our curriculum considers links with previous learning and that topics build on this previous learning making it explicit to the children. We will share 'sticky knowledge' that needs to be remembered and help our teachers and children to understand how we learn and build our memory skills.

We know that young children living in the Shelf area face a different and exciting world, full of opportunity and wonder. Our children are lucky to be able to have many experiences with their families and friends that add to their school learning experience. Many travel to exciting places, visit local and national places of interest and develop their personal cultural capital by visiting restaurants, theatres and areas of natural beauty. As a school we have planned our curriculum to widen this and ensure that all children are exposed to this rich tapestry of experience.

Our children are living in a world of exciting technology that they need to learn to control and use with care and self-regulation. We have a responsibility to support them to understand the need for them to have healthy minds and bodies giving them a chance to participate in sport and activity for enjoyment or competitively. Through our work with Kirklees council and our kitchen caterers, we want our children to experience food beyond their usual diet and to make healthy, informed choices about their meals and diet.

Our school day will ensure that children have many chances for problem solving both in lessons and beyond. This starts with our youngest children. We will teach all children to be resilient and able to solve their own issues carefully, in learning or friendship.

We will give our children the chance to develop their own understanding of financial responsibility through budgets and enterprise activities.

Reading will be at the heart of all we do. We see it as a tool for lifelong learning, developing curiosity and deepening vocabulary. We want our children to ask questions, develop the ability to debate issues and concerns and to be able to put their ideas across in a mature and thoughtful manner.

With Shelf being a mostly white British area, we consider teaching the children about diversity and different culture an important part of our school curriculum. We will do so with respect and consideration of all differences in people. We will develop empathy and compassion for all living creatures and environmental issues that impacts on the World today.

We will make sure that all Shelf children are ready for the next stage in their education. We will highlight opportunities that exist for them in the future.

What is the Curriculum?

The taught curriculum is comprised of The Early Years Foundation Stage, The National Curriculum and the wider curriculum. The curriculum is planned effectively, providing continuity and progression. We aim to make links across topics in each year group, between subject where natural links occur and across year groups and key stages. These pathways have been scrutinized by Curriculum Leaders who have worked collaboratively in order to make the curriculum coherently planned and sequenced towards sufficient knowledge and skills for future employment. We ensure the children have a range of learning experiences that challenge, stimulate and promote thinking and learning. The curriculum meets statutory requirements and this is checked by Curriculum leaders.

Aims

Through the curriculum, we aim:

- to realise the full potential of each individual;
- to give children the essential tools for learning and to create firm foundations for the future, as individuals and citizens;
- to ensure that all children have a chance to succeed;
- to encourage all children to value and respect all: themselves and others in the community beyond;
- to enable pupils to acquire and develop a broad range of knowledge, skills and understanding;
- to promote high standards in all areas of language and mathematics;
- to allow children to develop a knowledge of themselves in time and space;
- to enable children to acquire knowledge and skills in science;
- to enable children to be confident in the use of ICT;
- to promote spiritual and moral development;
- to promote physical and mental development and an awareness of the importance of a healthy lifestyle;
- to enable children to be aware of the importance of and participate in the Arts;
- to help children to mature socially and emotionally;
- to develop the personal and social skills of each child
- to provide equality of access and the opportunity for all pupils to make progress;
- to prepare pupils for the opportunities, responsibilities and experiences of adult life;
- to promote enjoyment of learning;
- to encourage children to develop perseverance and a positive attitude to learning;
- to provide a wide range of rich and varied activities;
- to encourage the best possible progress and the highest attainment for all pupils;
- to enable pupils to make connections across different areas of learning;
- to help pupils to think creatively and solve problems;
- to develop pupils' capacity to learn and work independently and collaboratively;

- to enable pupils to respond positively to opportunities, challenge and responsibility.

The organisation of the curriculum

- The curriculum is taught through discrete subjects and linked through a cross-curricular topic;
- Long term planning indicates the areas to be covered over each academic year;
- Long term Schemes of Work are carefully planned and reviewed at least yearly in order to ensure coverage of the whole curriculum for every child. This is particularly important because of our mixed age groups;
- There is a 2 year programme that ensures that our mixed aged classes cover the objectives for their year group and the following year group in an organized order and ensuring full coverage of the National Curriculum;
- Medium term plans set out the units of work to be taught, usually over half a term's duration. These contain the detail of the work to be covered with a progression of learning objectives. The plans indicate what the learning outcomes will be and the sticky knowledge needed to be retained in each year group. Teachers also identify vocabulary that will support the topic and this is shared with children and parents
- Short term planning shows how the work will be differentiated and is in greater detail for English and Maths. Teachers use their own format of recording;
- Units of work are planned using the framework of the National Curriculum, which is statutory;
- The RE scheme of work follows the Local agreed syllabus for RE.

Roles and responsibilities

The Headteacher has the responsibility for the leadership and overview of the curriculum and delegates responsibility to key staff as follows:

- The Senior Leadership Team co-ordinates the work of the Curriculum Leaders and ensures that the curriculum has progression and appropriate coverage.
- Curriculum Leaders lead and monitor the content and delivery of the units of work. They evaluate and monitor standards in their subject and identify policy
- Class teachers are responsible for writing/ following the Medium and Short Term Plans in their teaching teams. They ensure that the curriculum is taught and that the aims are achieved for their class.
- The Assessment Lead ensures that the progress of each pupil is tracked and identify strategies for assessment. They should ensure that teachers adhere to and understand the agreed procedures and policy
- The Governing Body monitors the success of the curriculum at whole Governing Body meetings through the Headteacher's report.

Last policy review: September 2025

Next policy review due: September 2026