Nether Green Junior School

Curriculum policy

Approved by: Governors		**Date:** Autumn 2026
Last reviewed on:	Autumn 2026	
Next review due by:	Autumn 2027	

Contents

1. Curriculum aims p3

2. Legislation and guidance p6

3. Roles and responsibilities p6

4. Organisation and planning p7

5. Inclusion p8

6. Monitoring arrangements p9

7. Links with other policies p9

1. Curriculum aims

We intend to deliver our carefully designed and planned curriculum which:

- Inspires and encourages children to become lifelong learners, where they have a passion to learn and the knowledge and skills to take with them into the next stages of education and the world of work, through a secure understanding of the need to develop resilience and independence.
- Instils the understanding that if they work hard, apply their learning and are determined and ambitious, they can achieve anything.
- Teaches a knowledge of the world, giving children opportunities and experiences to grow their cultural and social capital and develop their understanding of how they belong to the local, national and global communities.
- Allows children to deepen their knowledge through an ability to question effectively, enabling them to be curious and inquisitive learners.
- Develops children's self-belief as learners and as citizens, valuing their physical and mental well-being development in order that they feel confident and ready to tackle any challenge they may face.
- Develops children's understanding and awareness of the world in which they live and enables them to be respectful and understanding of others, honest, caring and patient citizens.
- Values creative and immersive learning opportunities that are deeply rooted in knowledge and skills.
- Places an equal value on all curriculum areas and ensures children are shown a wide range of possibilities available for their future so they become successful, confident and accurate historians, geographers, artists, linguists, designers, scientists, athletes and musicians, learning at their own pace and in the best possible way to enable each child to flourish.
- Includes (through careful planning and design) many opportunities for repetition, practise and application of essential knowledge and skills, making clear links to core subjects to ensure children are able to develop a deeper understanding in their learning over time, not just merely covering content.

These curriculum aims are underpinned by curriculum threads: Citizenship, collaboration and enrichment.

CITIZENSHIP

INTENT

We aim for our children to have an increased awareness and understanding of current local, national and global affairs including those around environmental issues. At Nether Green Junior School, we celebrate the diversity of our school community and our Citizenship thread enables children to understand British Values including: Understanding democracy; The rule of law (in school through to globally); Respect for and understanding of different faiths & beliefs; Tolerance of others; Individual liberty. Our curriculum supports children to recognise and understand the importance of the protective characteristics from the equality Act.

We ensure that our children understand moral rules, care for each other, help others, recognise their rights and responsibilities and conduct themselves with respect.

What this looks like in our school

- Critical Thinking and speaking/ listening activities e.g. debating/ role play
- Being healthy- contributing to a healthy World; taking responsibility for being healthy through good diet and exercise
- Emotional and mental wellbeing – self –regulation, recognising other children's emotional needs and responding to these appropriately
- Volunteering for roles around school
- Assemblies addressing current affairs, celebrating different faiths, cultures and the diversity of the school
- Y3/6 Buddies
- Mixing classes/year groups on projects
- Charity fundraising
- What's in the News- awareness of the wider World- local and global through assemblies and daily classroom input
- Further developing a sense of belonging through the House teams
- School council
- Voting- using the democratic process
- Understanding how decisions are made- Global and national politics
- Behaviour reward system - merits
- Making learning relevant to the real world and focusing sharply on the issue
- Visits from charities/speakers
- Recognition of and participation in some international days

COLLABORATION

INTENT

Children at Nether Green Junior School have opportunities to collaborate with one another in the classroom and around school. Our Collaboration thread enables children to think freely, to develop their listening skills (eye contact, note making, turn taking) and speaking skills (tone, turn taking, appropriateness). They work with new people, consider the different needs of others and have an awareness of the strengths of each other and themselves. These opportunities support our children to be respectful of others, develop sharing and co-operation skills. This collaboration further supports children to develop a mutual respect for all; respect for and understanding of different faiths and respect for and understanding of different opinions & beliefs. The role of democracy is also developed in collaborative situations.

What this looks like in our school

- Staff showing/ modelling our children how to work together
- Learning partners that change regularly so that children are confident to work with different peers.
- Teaching active listening skills through the use of the NGJS listening ladder
- Regular and planned experiences of working in pairs and groups- specific roles for children to take on (scribe, reporter, chair)
- Science roles/group work roles- measurer, experimenter, recorder, resource manager)
- Specific planned listening activities

- Speaking appropriately in full sentences and using the sentence stems such as the speak well wheel to support this.
- Demonstrating respect and tolerance within a group, considering the opinions and feelings of others
- Taking into account the differences and needs of all (mixed ability/class/year group (including IR) pupil voice feeding into school life
- Developing partnerships beyond NGJS
- Collating information within groups
- Solving a problem together
- Working together in sports teams; choir, orchestra
- Participating in performing arts productions, class assemblies, residential visits etc.
- Buddy reading (Y3/6)
- Peer assessment in the classroom
- A vocal and effective school council- children across the school working together
- Involvement in some decision making in school
- Staff and children delivering assemblies, planned & specific

ENRICHMENT

INTENT

The curriculum at Nether Green Junior School is broad and balanced; it is carefully planned into project themes, which have an overall learning question. Our curriculum design enables children to develop a deeper understanding of cross-curricular themes. Our curriculum is carefully planned and designed to be relevant to the children, to develop and harness a love of learning and to meet the needs of the children at Nether Green Junior School. Lessons are engaging, exciting and varied; we plan to enhance learning experiences through a range of activities including practical ones to enhance and consolidate learning. We create opportunities for children to express their individual talents/ strengths.

In addition to this, we ensure that we plan opportunities to develop cultural capital.

What this looks like in our school

- Independent learning and research, working in pairs, groups, as a class, in year groups, across year groups or between year groups
- Thematic projects so that learning is seen in a broad context and has relevance to the wider world
- Thematic days/week e.g., Spanish Day, Sports week, Poetry Day, World Book Day.
- Planned 'hands on' practical activities where skills are put to use in everyday situations
- Learning activities to support a variety of learning styles
- Displaying children's work
- Worthwhile homework opportunities
- Making learning real and relevant
- Broad/balanced range of skills and opportunities
- Outdoor learning
- Children taking ownership and responsibility for the direction of their learning and the learning outcome e.g. Fiver Challenge (Y6)
- Link work with ICT technologies

- Opportunities for the children to see the relevance of what they are learning as a means to helping them out of school.
- Meeting new people and making links with the wider community e.g. through educational visits, visitors in school (assemblies, parents, speakers, performers). Transition work, working with our feeder schools (infant and secondary), interschool competitions
- Community involvement e.g., raising money for charities, visiting the elderly and performing musical concerts, harvest festival contributions
- Extra-curricular clubs and activities e.g., sports, music, art, dance, orchestra, foreign languages, technology, Bikeability, choir, gymnastics, and dance
- Using the local area and further afield
- Opportunities to celebrate individual talents e.g., Talent Show, Assemblies,
- Annual year group performing arts productions
- Music concerts
- Residential visits and off-site visits
- Sports and performing arts continue to have a priority in our curriculum

These curriculum threads are also linked to our school values of: Effort & Resilience; Independence; Pride; Teamwork; Empathy and Respect.

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 Other staff

Other staff, phase leaders, subject leaders and teachers, will make sure that the school curriculum is implemented in accordance with this policy.

Subject leaders are responsible for ensuring their subject is adequately resourced, that other teachers within the school are supported in the delivery of the subject and that appropriate CPD is put in place. Subject leaders also monitor the quality of teaching within the subject across school. All teachers are responsible for planning, evaluating and teaching in their classes.

4. Organisation and planning

IMPLEMENTATION

Teaching and Learning, Content and Sequence

• Children are taught knowledge and skills that are at least in line with national expectations.

• The Wider Curriculum Overview shows knowledge and skills progression across Years 3 to 6

• Class teachers are equally accountable for the progress and attainment of children and their development of knowledge and skills.

• Knowledge and skills for all subjects are sequentially planned and for some wider curriculum subjects, are grouped into thematic projects where appropriate; giving knowledge and skills a context in which to learn.

• Currently, elements or all, of some subjects, are taught as stand-alone lessons; for example, science, Computing, RE, MFL and PE. This enables the National Curriculum to be covered appropriately.

• Long term planning through the Wider Curriculum Overview ensures that skills and knowledge are progressive between year groups and means learning builds on prior knowledge. The Curriculum Overview ensures the curriculum is not narrowed: each project incorporates several subjects, and

these are primarily led by humanities subjects but not restricted to. Every subject is taught in every year.

Subject leaders have created medium term plans outlining the unit of work and short-term plans (usually in the form of flipcharts). Teacher adapt these according to the needs of the children in their class.

• Children are given opportunities to evaluate their learning at each stage.

• Each project's title is an enquiry question and this leads the planned curriculum.

• Each lesson aims to teach children the crucial knowledge and skills they need as a foundation for future learning in the subject.

• We encourage parent/ carer involvement in children's learning through home learning activities linked to the project.

• Subject leaders select appropriate resources to enhance the curriculum intent for each lesson.

Leadership, assessment and feedback

• The leadership of the wider curriculum is shared between the curriculum leads and individual subject leaders. The curriculum leads have a clear role and the responsibility of overseeing the planning, delivery and impact of all subjects. Individual subject leaders monitor the implementation and impact of their curriculum.

• Feedback is given on children's learning in line with our feedback policy. Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome and who is ready for greater challenge through planned questioning or additional/ alternative activities.

• Summative assessments are made of children's learning at the end of unit of work. Children are assessed on their level of understanding of each curriculum objective after each unit of work is completed and a summative judgment of the child is made towards the end of the year in order to feed into the next academic year's learning. These assessments are fed back to parents/ carers in the end of year report.

The Sheffield RSHE scheme is followed across school and is referred to as the Life Skills Curriculum. Links to British Values are incorporated into these lessons. (See Relationships and Health Education policy). Nether Green Junior School follows the SACRE Scheme for the delivery of RE and links are made to the children's lived religious experiences through assemblies and Religion of the Half term.

See separate curriculum statements: English, Maths, Science, PE, Music, History, Geography, RE, Computing, PSHE and RSE, MFL (Spanish), Art, Design & Technology found on the school website.

5. 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 SEN

- 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 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. (See website)

6. Monitoring arrangements

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

- Work scrutiny
- Subject leader development plans and reports
- Pupils' outcomes
- Pupil voice
- Learning walks

Subject leaders monitor the way their subject is taught throughout the school by carrying out work scrutiny, planning scrutiny, lesson observations, learning walks, pupil voice, sharing teacher assessment outcomes as per the school's monitoring cycle.

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

This policy will be reviewed every year by the curriculum leads and headteacher. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

SEN policy and SEN information report