



Dunstable Icknield Lower School

Curriculum Policy

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Signed by:

G Stirling Headteacher

Date: 30 November 2023

R Harrison Chair of governors

Date: 30 November 2023



Dunstable Icknield Lower School

Learn, Believe, Achieve



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Dunstable Icknield Lower School

Learn, Believe, Achieve



Statement of intent

At Dunstable Icknield Lower School, we value education and aim to provide a broad, balanced, and rich curriculum that is accessible to all. We do not tolerate discrimination of any kind, and our curriculum celebrates the diverse nature of our society. It encourages pupils to be successful global citizens, enabling them to embrace the world around them and encourages adherence with the fundamental British values. It promotes and supports the spiritual, moral, social, cultural, mental, and physical development of pupils at our school and of society.

This policy outlines our dedication to establishing a well-rounded and robust curriculum, as well as the provisions surrounding its creation.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 2002
- Children Act 2004
- The Equality Act 2010
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'The national curriculum in England'
- DfE (2021) 'Statutory framework for the early years foundation stage'
- DfE (2022) 'Working together to improve school attendance'

This policy operates in conjunction with the following school policies:

- Assessment Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Extended Day Policy
- Relationships and Health Education Policy
- SEND Policy
- How we teach documents

2. Roles and responsibilities

The governing board is responsible for:

- Approving this policy.
- Liaising with the headteacher, subject leaders and teachers with regards to pupil progress and attainment.
- Formulate governor/subject link leads who assists the school with the creation and implementation of the curriculum.
- Ensuring the curriculum is inclusive and accessible to all.

The senior leadership team is responsible for:

- Devising long- and medium-term plans for the curriculum in collaboration with teachers
- Communicating the agreed curriculum to the governing board on an annual basis.
- Ensuring the curriculum is inclusive and accessible to all.
- Assisting teachers with the planning and implementation of the curriculum, ensuring their workload is manageable.
- Ensuring the curriculum is implemented consistently throughout the school and ensuring any difficulties are addressed and mitigated as soon as possible.
- Receiving reports on the progress and attainment of pupils and reporting these results to the governing board.
- Making any necessary adjustments to the curriculum where required.
- Keeping up-to-date with any relevant statutory updates and taking action where required.
- Creating and maintaining an up-to-date curriculum intent statement.

- Ensuring the curriculum is created in accordance with this policy.
- Updating and maintaining this policy.

Teachers are responsible for:

- Implementing this policy consistently throughout their practices.
- Ensuring lesson plans are reflective of the school's curriculum.
- Implementing the curriculum in creative ways, appealing to different learning types and keeping pupils engaged in content.
- Creating short-term plans for the curriculum with fellow colleagues and reporting these plans to the assistant headteacher.
- Creating weekly lesson plans in collaboration with colleagues and sharing these with the SLT where required.
- Collaborating with SLT and the SENCO to ensure that the curriculum is inclusive and accessible to all.
- Working closely with the SENCO and TAs to ensure those in need receive additional support in lessons.
- Ensuring academically more able pupils are given additional, more challenging work to celebrate their talents.
- Celebrating all pupils' academic achievements.
- Reporting progress of pupils with SEND to the SENCO and ensuring any difficulties identified are discussed and resolved.
- Monitoring the progress of all pupils and reporting on this to the headteacher.
- Working to close the attainment gap between academically more and less able pupils.

Subject leaders are responsible for:

- Providing strategic leadership and direction to their team.
- Supporting and offering advice to colleagues on issues relating to the subject or curriculum area.
- Monitoring pupil progress across the school and reporting on this to SLT.
- Monitoring the use of resources and their storage and management.
- Ensuring the curriculum is inclusive and accessible to all.

The SENCO is responsible for:

- Collaborating with the headteacher and teachers to ensure the curriculum is accessible to all.
- Ensuring teaching materials do not discriminate against anyone in line with the Equality Act 2010.
- Carrying out SEND assessments where necessary and ensuring pupils receive the additional help they need.
- Liaising with external agencies where necessary to ensure pupils who require additional support receive it.

3. Curriculum intent

Pupils' learning and development is at the heart of our school's curriculum; it is broad and balanced and equips pupils with the skills necessary to succeed in life after school.

This curriculum intent statement outlines how the school has created the curriculum and the benefits it will bring to pupils' learning and self-improvement.

Curriculum intent

At Dunstable Icknield Lower School we value creativity and have designed our curriculum to align with the Artsmark principles.

The intent for every subject is to ensure that pupils:

1. Strive for excellence and use innovation
2. Are authentic
3. Are excited, inspired and engaged
4. Have a positive and inclusive experience
5. Develop belonging and ownership

We recognise that a curriculum must be broad, balanced and offer children opportunities to grow as individuals as well as learners. DILS values the input of its pupils, parents and the local community with regards to the planning and delivery of the curriculum. We believe pupils get a well-rounded education if everyone is involved in shaping it.

Through a combination of learning techniques, we aim to ensure children enjoy learning and feel prepared for life. We also intend to offer our children new and exciting experiences through extra-curricular activities that are designed to build resilience, confidence and self-esteem. Our curriculum will be delivered in accordance with the Equality Act 2010, through a variety of methods, including those outlined below.

We recognise that children should be challenged in their schooling; learning from failures and celebrating successes. We intend for our curriculum to be empowering, enabling children to develop their interpersonal skills, creativity and independence.

Classroom-based learning:

Accessing different learning resources and experiences to broaden pupils' knowledge, and making cross-curricular links where possible within lesson plans, so that pupils can draw upon knowledge from different subjects and understand how each topic plays a part in everyday life. Classroom teaching also includes one-to-one and small group tuition for pupils who require additional support.

A full list of the subjects available to our pupils can be found in [section 7](#) of this policy.

Extra-curricular activities: We provide a variety of extra-curricular activities for pupils that enhance their learning experience, form personal connections with their peers, and teach skills essential for lifelong learning.

4. School ethos and aims

The overall aims of our curriculum are to:

- Enable all pupils to understand that they are all successful learners.
- Enable pupils to understand the skills and attributes needed to be a successful learner.
- Enable pupils to develop their own personal interests and develop a positive attitude towards learning, so that they enjoy coming to school, and acquire a solid basis for lifelong learning.
- Teach pupils the basic skills of literacy, numeracy, ICT and science.
- Enable pupils to be creative through art, dance, music, drama and design and technology.
- Enable pupils to be healthy individuals and appreciate the importance of a healthy lifestyle.
- Teach pupils about their developing world, including how their environment and society have changed over time.
- Help pupils understand the fundamental British values, and enable them to be positive citizens in society who can make a difference.
- Fulfil all the requirements of the national curriculum and the locally agreed syllabus for RE.
- Teach pupils to have an awareness of their own spiritual development, and to understand right from wrong.
- Help pupils understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- Enable pupils to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.
- Enable pupils to be passionate about what they believe in and to develop their own thoughts on different topics.
- Enable pupils to develop their intellect including their emotional development, ask questions and take appropriate risks.
- Enable pupils to experience playing a musical instrument before leaving in Year 4
- Teach pupils about the importance of forming healthy relationships with friends, family and peers.

Through the aims outlined above, pupils will benefit by:

- Learning how to lead safe, healthy and fulfilling lives.
- Understanding that failure is part of the road to success.
- Being rewarded for academic successes.
- Being supported with their next stages in education and feeling prepared for life after school.
- Becoming responsible individuals who contribute to community living and the environment.
- Achieving to the best of their ability.
- Acquiring a wealth of knowledge and experience.
- Becoming critical thinkers.
- Finding a sense of belonging to the school and its community.
- Learning how to cooperate with their peers and respect one another inside and outside the classroom.

At DILS our values permeate all areas of school life and are reflected by the school's simple motto: *Learn, Believe, Achieve*

5. Organisation and planning

The school's curriculum will be delivered over 190 days and will be delivered equally throughout the school week. See section 8 for time allocated to each subject.

Most subjects are taught through a thematic creative curriculum approach, linking subjects to a common theme where possible. Where necessary, other lessons are taught as discrete subjects to meet National Curriculum guidelines and objectives.

In general, lessons will be separated into three core stages:

- **Retrieval and Introduction to the lesson**– this is the time when knowledge organisers are shared and lesson objectives are set.
- **A main teaching event** – this will be broken down into steps and will allow children time to consolidate new learning before moving on.
- **Plenary** – this may be at the end of the lesson or completed as mini plenaries throughout the lesson.

Lessons will use a range of learning techniques. This will include:

- **Using different kinds of questions** to engage pupils and prompt them to apply their knowledge to different examples, e.g. using 'why' and 'how' questions.
- **Opening discussions** around topics so pupils can learn from their peers and learn how to hold conversations with others.
- **Using assessments** to test pupils' knowledge and consolidate learning; these can be through both informal and formal assessments.
- **Role playing and acting** to develop pupils' empathy and give them the opportunity to explore topics in a more interactive way.
- **Labelling, ordering and identifying** key themes within texts, dialogues and films to help pupils coordinate series' of events.
- **Written and spoken tasks** to encourage different methods of expressing ideas, as well as identifying key differences between writing and speaking conventions.

Teachers will plan lessons which are challenging for all pupils and ensure that there are provisions in place for all abilities.

Teachers will have due consideration for pupils who require additional help within their planning and organisation of lessons.

Disadvantaged pupils and those with SEND and EAL will receive additional support – this will include dedicated time with TAs and access to specialist resources and equipment wherever possible.

TAs will be deployed within lessons strategically so that they can assist with pupils who require additional help, but are also able to minimise disruptions where necessary.

Pupils with EAL will be given the opportunity to develop their English ability throughout lessons where necessary.

Planning will be used to identify any possible difficulties within the curriculum and will break down barriers to learning. Any difficulties identified will be addressed at the outset of work.

Classrooms will be organised so that pupils have full access to resources and equipment – they will be provided with a rich and varied learning environment that will enable them to develop their skills and abilities.

6. Remote learning

Attendance at school is mandatory for all pupils; however, there may be circumstances where in-person attendance is either not possible or contrary to government guidance.

The school's Remote Education Policy sets out how education will be delivered if pupils cannot attend school in person.

7. Subjects covered

The school will always have due regard to the national curriculum throughout the academic year.

The school will have due regard for the 'Statutory framework for the early years foundation stage'.

The school will ensure every pupil has access to the following core subjects:

- English
- Maths
- Science
- RE
- Relationships and health education

The school will ensure pupils also have access to the following foundation subjects:

- Art and design
- Computing
- Design and technology
- Languages (at KS2)
- Geography
- History
- Music
- PE

Details of what is included in the curriculum for each subject can be found on our 'How we teach' documents. All these documents are accessible via the school website.

8. Subject Time Allocation

At DILS we take into account the Qualifications and Curriculum Authority (QCA) published guidance on designing and timetabling the primary curriculum in 2002.

Subject	KS1 (hrs:mins) Time allocation	KS2 Time allocation	Subject	KS1 (hrs:mins) Time allocation	KS2 Time allocation
English	5hrs	5hrs	Art & Design (Termly)	1hr	1hr
Maths	4.5hrs	5hrs	Design & Technology (Termly)	1hr	1hr
Science	1hr	2hrs	Music	1hr	1hr
Computing	1hr	1hr	RE	1hr	1hr
PE	2hrs	2hrs	Humanities (History and Geography)	1hr	1hr
MFL (French)	N/A	1hr	PSHE	1hr	1hr

9. PSHE

Part of the national curriculum includes PSHE lessons where everyday topics, e.g. raising awareness of different cultures or anti-bullying, can be addressed.

All provisions made regarding PSHE lessons will be made in line with the school's PSHE Policy.

10. Reporting and assessment

Short and medium-term assessment is the responsibility of the class teacher and is in line with the assessment policy. Teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning

Children's progress and attainment in each subject will be assessed by their teacher against the learning outcomes and end of year expectations. Pupils will also complete national assessments. Pupil progress will be reported to parents at three points in the year either in writing or at an appointment where parents are invited to discuss their child's progress.

Assessment of pupils with EAL will take into account the pupils age, length of time in UK, previous education and ability in other languages.

Special measures will be given to pupils who require them, e.g. pupils with SEND, pupils who are ill, or pupils who suffer from conditions that inhibit their academic performance.

All reporting and assessments will be conducted in line with the schools Assessment Policy.

11. Equal opportunities

The school will not discriminate against, harass or victimise any pupil, prospective pupil, or other member of the school community because of their:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion or belief
- Sex
- Sexual orientation

Any pupil or teacher found to be discriminating against any of these characteristics will be disciplined in line with the relevant school policies.

The school's curriculum will celebrate diversity and the SLT has a responsibility to ensure that the curriculum does not discriminate against any of the above characteristics.

The school will have due regard for the Pupil Equality, Equity, Diversity and Inclusion Policy at all times when planning and implementing the curriculum.

12. Supporting pupils with SEND

Pupils with SEND will receive the additional support they require both academically and with their personal development, in line with the school's SEND Policy.

Pupils with SEND will work with TAs in smaller groups throughout the week to work on topics covered in lesson to ensure they do not fall behind their peers. It is important to note that these interventions supplement the work of the teacher and **do not** replace it.

Pupils with SEND will not be discriminated against in any way and they will have full access to the curriculum.

The progress of pupils with SEND will be monitored by teachers and reported to the SENCO. The SENCO will work closely with teachers to help them break down any barriers pupils with SEND have to education.

13. Extra-curricular activities

The school offers pupils a wide range of extra-curricular trips and activities to enhance their academic learning and personal development.

Extra-curricular trips and activities are run in many different forms, such as lunch clubs, before and after school clubs. They are designed to appeal to as many learners throughout the school and wherever possible provided with no extra charge. Members are swapped half termly to ensure clubs are accessible to all.

14. Monitoring and review

This policy is reviewed every 3 years by the assistant headteacher and the governing board.

Any changes made to this policy will be communicated to all members of staff and relevant stakeholders.

The scheduled review date for this policy is September 2025.