



# **Curriculum policy**

**2019**

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# 1. Aims

Our curriculum aims to:

- *Provide a broad and balanced education for all pupils*
- *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, with high expectations for every pupil and appropriate levels of challenge and support*

## 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 [Governance Handbook](#).

## 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 ensure 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 children 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 children with SEN*

### **3.3 Other staff**

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

## **4. Organisation and planning**

- *Discrete time is given to each subject. However as can be seen from our long term plans and medium term overviews each term there is a history/geography based topic which leads into other subjects.*
- *We have special focus weeks each half term so that the children experience the wider curriculum rather than just the statutory curriculum.*
- *We ensure that there is a wow at the start of each topic each term and a visit or visitor to bring the topic to a close at the end of the term.*
- *We ensure that resources are available to support curriculum delivery*
- *Our school curriculum covers:*
  - *Sex and relationship education through PSHE and science where applicable.*
  - *Spiritual, moral, social and cultural development*
  - *British values*
  - *Short, medium and long-term planning expectations are in place*

## **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 ensure 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.

## **6. Monitoring arrangements**

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

- *school visits, meetings with the school council, etc.*

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

- *planning scrutinies, book scrutinies, etc.*

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

This policy will be reviewed every 2 years by the 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 information report
- Equality information and objectives
- Pupil Premium