

Curriculum policy



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1. Curriculum aims

Our curriculum aims/intends to:

- › Provide a broad and balanced education for all pupils that provides sufficient knowledge for skills and future learning, possible employment and placement and valuation within a community.
- › 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
- › Equip pupils with the knowledge and cultural capital they need to succeed in life

2. Legislation and guidance

Academies, including free schools, that follow the National Curriculum insert:

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

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](#).

This policy complies with our funding agreement and articles of association.

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the Head of School 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
- › The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- › Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- › All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- › The school implements the relevant statutory assessment arrangements
- › It participates actively in decision-making about the breadth and balance of the curriculum
- › Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

3.2 Head of School

The Head of School 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
- › 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

Our curriculum is broadly delivered thematically, as indicated in individual curriculum coverage documents for each class group, and is highly differentiated and personalised for each student. The curriculum is shaped via the SCERTS (Social Communication, Emotional Regulation, Transactional Supports) framework. At every stage of the school the curriculum is orientated in line with the PFA (Preparation for Adulthood) framework with learning, experiences and progression functional, relevant and meaningful for individual students.

See our EYFS policy for information on how our early years curriculum is delivered.

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 whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

- Full Governing Body meetings
- An identified link, curriculum governor
- The school council
- School visits, walks around the building and interaction with students and staff
- Head of School performance management

The Head of School, Deputy Head and TQT Senior Assistant Head monitor the way their subject is taught throughout the school by:

- Presence and visibility across the school on a daily basis
- Formal lesson observations
- Teaching standards and SCERTS based coaching systems
- Learning Walks
- Work sampling and moderation
- NQT and ECT frameworks and support structures

The Deputy Head and TQT Senior Assistant Head also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the Head of School and Chair of Governors. 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:

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