

Curriculum policy

The Brow C.P. School



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Date: June 2019

Last reviewed on: June 2019

Next review due by: June 2020

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1. Aims

Our curriculum aims to:

- *Provide a broad and rich 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*
- *To provide authentic outcomes for learning and access to specialists in a range of professions as part of our work on careers and transition*
- *Use curriculum drivers developed in relation to the needs of our children and school context: communication & collaboration, cultural experiences and critical thinking, to promote depth of learning*
- *Provide a variety of enrichment opportunities to broaden children's life experiences and skills for the future in society*

For Early Years children:

- *Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1*

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](#).

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 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.

- *The school's curriculum leader will oversee the implementation of curriculum drivers across all subject areas; develop long term planning for all subjects in collaboration with individual subject leaders; develop, implement, monitor and evaluate a yearly curriculum action plan, monitor and evaluate the effectiveness of individual subject action plans; analyse assessment data for foundation subjects and report findings to HT and governors; monitor and evaluate teaching, learning and pupil outcomes in foundation subjects, in collaboration with subject leaders and report findings to HT & governors.*

- *Individual subject leaders will: develop subject action plans and policies in line with this policy and curriculum action plan; work in collaboration with the Curriculum Leader to develop long term plans for their subject, and monitor and evaluate the effectiveness of teaching learning and outcomes; oversee the development of medium term plans for their subject in collaboration with class teachers; report findings of monitoring and evaluation to curriculum leaders.*
- *Class teachers will: implement this policy, alongside individual subject policies in all classroom practice; work in collaboration with middle leaders when developing medium term plans; ensure curriculum drivers are integral to planned learning opportunities for all children.*

4. Organisation and planning

- *An enquiry text based cross curricular curriculum.*
- *The school curriculum addresses the local needs of our children and families by offering the enrichment passport including an emphasis on core skills and values, experiences and extra-curricular opportunities.*
- *Subjects are taught by cross curricular linking to the whole class text. Core subjects are taught daily. Science is taught weekly. Some foundation subjects are taught discretely such as MFL, PSHE, RE and PE.*
- *Spiritual, moral, social and cultural development and British Values are planned based on Boxall outcomes, the needs of the cohorts of children and links to the core text.*
- *The five part planning system is used across all areas of the curriculum to create consistency, objectives are mapped out for progression across all year groups and phases in the school Long Term Planning centralised around a core text. Medium term planning focuses on knowledge, skills and core vocabulary to be taught. Knowledge organisers and vocabulary engagement activities are used at the beginning of any new topics.*
- *Critical thinking resources are available to staff to use throughout the duration of topics to challenge and deepen children's understanding.*
- *Topics are introduced through an overarching question.*

See our EYFS policy for information on how our EYFS 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 coverage of National Curriculum subjects and compliance with other statutory requirements through:

- *Governor link visits with senior leaders and the school council*
- *subject leader reports presented during full governor meetings*
- *Being invited to whole school events*

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

- *Publishing planning overviews on class pages on the school website, learning walks, book scrutinies, pupil interviews, surveys, school council feedback.*

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

This policy will be reviewed annually by the Headteacher, in collaboration with the Curriculum Leader. 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
- Non-negotiables for teaching and learning