



Curriculum Policy

<i>Review date</i>	Summer 2023
<i>Review period</i>	Biennial
<i>Next Review date</i>	Summer 2025 (SLT and Trustees)
<i>Policy type</i>	Non legislative
<i>Other related policies</i>	<ul style="list-style-type: none"> • EYFS policy • Assessment policy • SEN policy and information report • Equality information and objectives • Relationships and Sex Education Policy

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1. Curriculum aims

Our curriculum aims/intends to:

- Promote the learning and development of our youngest children in line with the EYFS Framework and ensure they are ready for Key Stage 1
- Provide a broad and balanced education in line with the National Curriculum for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
- 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
- Have a high academic ambition for all pupils ensuring they are ready for the next phase in their education.
- Equip pupils with the knowledge and cultural capital they need to succeed in life

These curriculum aims are underpinned by our values:

Our school values considerate talking and listening as part of effective teamwork, so our curriculum provides plenty of opportunities for collaborative working

Our school values the importance of kindness, diversity and respect, so our curriculum promotes cooperation and represents diverse voices

2. Legislation and guidance

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 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
- 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)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

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
- 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 EYFS lead will ensure that the EYFS curriculum is implemented and assessed in line with the EYFS Framework.

4. Organisation and planning

- In mathematics we use the White Rose Maths scheme
- In phonics we use the Little Wandle scheme
- Our curriculum is based on an overarching topic approach, sequenced and mapped coherently and deliberately to build knowledge and skills year on year whilst retaining and celebrating the distinctiveness of individual subjects and areas of learning.
- We will adapt our curriculum to suit local needs as deemed appropriate.
- Appropriate resources are available to support curriculum delivery and enrichment activities eg visitors in, visits out, use of external specialists will enhance the curriculum experience for our pupils.

Relationships and Sex Education (RSE)

This will be taught using a whole school scheme to ensure that there is a sequential and coherently mapped curriculum which builds knowledge and skills year on year (See RSE Policy)

Spiritual, moral, social and cultural development and British values

Spiritual, moral, social and cultural development, as well as British values, are incorporated into our curriculum which will give children the opportunity to:

- Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict.
Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views.
- Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences.
- Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.
- Be part of a system where everyone plays an equal part.
- Learn that all people and institutions are subject to and accountable for their actions and behaviour.
- Be free to express views or ideas.
- To respect and tolerate the opinions and behaviour of others.

Early Years

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

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

- School visits
- Meetings with the school council
- Evidence Days – focussed subject visits including learning walks, pupils voice and book scrutinies
- Subject leader curriculum presentations at Trustee meetings

Subject leaders monitor the way their subject is taught throughout the school, and the EYFS leader monitors the provision across the Early Years by:

- Conducting planning scrutinies
- Conducting learning walks
- Conducting book scrutinies
- Analysing outcomes
- Working with external specialists on school improvement

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