

# Caroline Haslett Primary School & Faraday Club



## CURRICULUM POLICY

**Date of Issue:** 12<sup>th</sup> June 2018

**Date of next review:** June 2021 (or earlier in the event of legislation changes)

**Approved by the Headteacher on:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ (Headteacher) **Date:** \_\_\_\_\_

**Approved by the Governing Body on:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ (Chair of Governors) **Date:** \_\_\_\_\_

## **Curriculum Policy – June 2018**

### Rationale

All children have a right to a broad, enriched and relevant curriculum which provides continuity and progression and takes individual differences into account. Work in school is planned to meet all statutory requirements.

## **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

Promote the learning and development of all of our children, so they are ready for the next stage of their education.

## **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

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**

The curriculum areas are organised into the following faculties which meet on a regular basis to review, plan, monitor, assess and evaluate:

English

Maths

Humanities – History, Geography

Expressive arts – Music, Art, DT

Science and communication – Science, Computing, MFL

Wellbeing – PE, RE, PSHE

Inclusion - Vulnerable groups

Our curriculum is planned using a thematic approach and to suit local needs where possible, to ensure cross curricular links and to make best use of local opportunities.

As a school we pay close consideration to and to ensure the curriculum matches our commitment in the following areas:

Sex and relationship education

Spiritual, moral, social and cultural development

British and school values

## **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

Governor tea parties

Learning walks

Meetings with link co-ordinators

Curriculum co-ordinators monitor the way their subject is taught throughout the school by:

Planning scrutinies

Learning walks

Book scrutinies

Lesson observations

Analysing assessment data

Curriculum co-ordinators also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every three years by the headteacher. At every review, the policy will be shared with the full governing board.