



Curriculum Policy

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Links with Other policies:	<p>Assessment and outcomes policy SEN policy SEN Information report Personal, social, Health and Economic Education including Sex and Relationships policy Inclusion policy SEN policy Teaching and Learning policy EAL policy</p>
Signed:	

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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 everyday situations*
- *Support pupils' spiritual, moral, social and cultural development*
- *Support pupils' physical development and responsibility for their own health, and enable them to be as active as possible*
- *Promote a positive attitude towards learning*
- *Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support for all*
- *Ensure all pupils with additional needs have the support they require to enable them to progress alongside their peers*
- *Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals for the future*
- *Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment*

2. Legislation and guidance

This policy reflects that our school will meet the requirements to provide a broad and balanced curriculum as per the National curriculum Programmes of study which the school has 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 our Directors 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 Directorship

The Directorship will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The Directorship 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 all other aspects of the curriculum laid down by the Directors and the Head Teacher so a broad and balanced curriculum is offered to all pupils.*
- *Provision is made for pupils with all different abilities and needs, including children with special educational needs (SEN).*
- *All courses provided for pupils below the age of 16 that lead to qualifications, such as GCSEs are approved by the secretary of state.*
- *The school implements the relevant statutory assessment arrangements, where applicable.*

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- *It participates actively in decision-making about the breadth and balance of the curriculum.*
- *The school fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals.*
- *Pupils from year 9 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced.*

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 Directorship.*
- *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 Directorship is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.*
- *The Directorship 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

- *All other staff will ensure that the school curriculum is implemented in accordance with this policy.*
- *The Senior Leader responsible for the Curriculum works with all staff to ensure curriculum delivery meets the needs of all pupils including those with any additional needs.*
- *The Senior leader responsible for assessment and outcomes works with all staff to ensure that all pupils outcomes are in line with National expectations or better.*

3. Organisation and planning

- *The Curriculum offered covers:*
 - *Core subjects of English, Maths and Science*
 - *ICT, Geography, History, French, Philosophy and Ethics, RE, Art including textiles, Drama, Music, PE, Kook Sul Wan, and FT in the Junior department*
 - *College (2 mornings a week in years 9 and 10 only)*
 - *PSHE including: -*
 - *TITAN*
 - *Sex and relationship education*
 - *Spiritual, moral, social and cultural development*
 - *British values*
 - *Careers guidance*

- *All subjects have Short, medium and long-term planning in place as well as a curriculum map for parents to be able to understand what their children are doing at school and support them at home*
- *The school is fully resourced to meet the needs of the delivery of the curriculum*

Inclusion

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Teachers set high expectations for all pupils. They will use appropriate assessments 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)*
- *Pupils who have been out of school for an extended period of time*

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

Directors monitor whether the school is complying with the National Curriculum guidelines and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- *School visits, Formal meetings with the Head Teacher presenting the relevant evidence, Learning Walks,*

The Curriculum Leader monitors the way all subjects are taught throughout the school by:

- *Meeting with subject teachers, Checking Teacher planning, work scrutinies, learning walks, book scrutinies and Lesson Observations.*

The Curriculum Lead also has responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed Annually by the headteacher and SLT

At every review, the policy will be shared with the full Directorship.

7. Links with other policies

This policy links to the following policies and procedures:

- *Assessment and outcomes policy*
- *SEN policy*
- *SEN Information report*
- *Personal, social, Health and Economic Education including Sex and Relationships policy*
- *Inclusion policy*
- *SEN policy*
- *Taching and Learning policy*
- *EAL policy*