

Curriculum Policy



“Our school is a place where we all come together as one community to learn, have fun and make lasting friendships all under God’s love and care”

Approved by:	L Duggan School Governors	Date:
Last reviewed on:	September 2024	
Next review due by:	September 2026	

Contents

1. Policy aims.....	2
2. Legislation and guidance.....	2
3. Roles and responsibilities	3
4. Organisation and planning	4
5. Inclusion.....	4
6. Monitoring arrangements.....	5
7. Links with other policies.....	5

1. Policy aims

Our curriculum aims/intends to:

- Provide a broad and balanced education 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/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Develop the learning values of self-motivation, thinking, resilience, independence, collaboration and emotional intelligence

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](#).

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 Head teacher 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 dis apply 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

All staff will ensure that the school curriculum is implemented in accordance with this policy.

Each subject has a designated coordinator with Core subjects being led by senior teachers.

Coordinators will be responsible for overseeing of the effective teaching of their subject, ensuring required coverage, progression, support and challenge for all pupils and adequate resourcing through their designated budget.

Key Stage leaders will monitor all areas of the curriculum taught in their Key stage.

The Senior Leadership will over view the curriculum throughout the school

4. Organisation and planning

Our provision is informed by educational research into effective teaching practices, cognition, learning and on how knowledge and understanding develops. These act as a guide for the consistency and distinctiveness of our curriculum.

We concentrate our planning on providing rich and memorable experiences for pupils, which connect our faith, the real world and our community into quality learning experiences. Teachers help to share the purpose of learning through their enthusiasm, knowledge and carefully planned learning sequences which focus on deep learning and high expectations for success.

Our whole school curriculum comprises an entire planned educational experience informed by organisational principles and approaches making sure there is progression and coverage, with discreet subject teaching and using cross curricular links where appropriate.

Our curriculum has an ambition for high achievement of all pupils irrespective of background and starting point. We aim for this by ensuring that learning is planned carefully to incorporate-

- A clear purpose to learning made explicit and linking to the outcome
- Deeper thinking opportunities
- Support and learning where pupils 'struggle' and make mistakes
- Challenge for all and support where necessary
- Active engagement of all pupils
- Connections between existing knowledge and future knowledge and skills
- Effective questioning and modelling
- Continuous formative assessment and regular feedback to pupils
- Moderation of assessments and judgements
- Strong partnerships with parents and carers that influence school and home learning.

Teachers plan their curriculum collaboratively and ensure consistency in and progression across year groups. Detailed short, medium and long-term plans are saved centrally and monitored by the Curriculum Lead, Deputy Head, Curriculum coordinators, and other Senior Leaders.

All coordinators have an allocated budget to ensure effective resourcing for their subject.

We regularly review how well our curriculum goals enable achievement.

See our EYFS policy for information on how our specific 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 EAL policy.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

School Visits and Learning walks, Curriculum Committee meetings, Designated curriculum governors who meet with relevant coordinators, meetings with the school council, regular feedback by Subject coordinators to Governors.

Senior Leaders, Key stage leaders and Subject coordinators monitor the teaching of subjects through;

Quality Assurance Days, planning scrutinies, learning walks, book scrutinies, observations, moderation and analysis of assessment data.

Curriculum Coordinators and Key stage Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two year by the Senior Leadership Team and Governors Curriculum Committee. 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
- EAL policy
- Equality information and objectives
- RSE policy
- Subject policies