



Curriculum policy

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1. Curriculum 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 independence
- 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
- Provide a broad curriculum prioritising development of skills required for independence
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

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](#).

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 and maths 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
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriate to their level of understanding

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.

Teaching staff and learning support staff will:-

- ensure that the school curriculum is implemented in accordance with this policy

- keep up to date with developments in the National Curriculum
- have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each group of students
- Share and exchange information about best practice amongst their colleagues in different schools and through external networks, resulting in a dynamic and relevant curriculum
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their students and how best to address those needs and engage them
- Work in partnership with other agencies to provide an appropriate range of curriculum opportunities
- Actively support students in their progress through the new curriculum

4. Organisation and planning

Classrooms are organised as unique learning environments designed to meet the individual needs of each learner within each classroom. As such each classroom has a different foci and follows a different curriculum path. In it's broadest sense, the foci in each classroom is the development of independence at an appropriate and challenging level, and the preparation for next steps in life, whatever these may be. Classroom planning is informed by an MDT which includes a Speech and Language Therapist, Occupational Therapist, Music Therapist, Play Therapist and qualified teachers to ensure the needs of each individual is fully met.

The curriculum in each classroom draws on a range of curriculum models/course specifications to ensure it is appropriate for each learner. These models include, but are not limited to:

- Gateway qualifications
- AQA unit award scheme
- B-squared autism progress
- EYFS framework
- Quest framework

For all students, the curriculum also includes:

- Relationships and health education
- Relationships and sex education
- Spiritual, moral, social and cultural development
- British values
- Careers guidance/work skills

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

- Monitoring visits
- Termly governance reports
- Weekly school reports

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

- Observing lessons
- Conducting planning scrutinies,
- Conducting learning walks
- Conducting book scrutinies

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

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

