



## **Curriculum Policy**

This policy was drafted by Neil Coleman. It was presented in draft version to the full staff compliment for discussion and revision. The final version was presented to Governors for consideration, approval and adoption.

<b>Date adopted by Governors:</b>	<b>February 2024</b>
<b>Date for policy review:</b>	<b>February 2026</b>
<b>Person responsible for review:</b>	<b>Curriculum lead</b>

### **Contents:**

- 1. Aims and implementation**
- 2. Legislation and guidance**
- 3. Roles and Responsibilities**
- 4. Inclusion**
- 5. Monitoring arrangements**
- 6. Links with other policies**

## **1. Aims and implementation**

Our curriculum aims to:

- Teach the National Curriculum subjects by planning a progressive sequence of learning.
- Be bespoke for Birchwood children: teaching local history, learning about different cultures and ensuring children are equipped with the knowledge to live healthy lifestyles.
- Develop substantive and disciplinary knowledge across a range of subjects to enable effective learning for all pupils.
- Promote the very highest standards in Literacy, Numeracy, Science and Computing; enabling children to acquire knowledge and key skills across the curriculum; promoting spiritual, moral, social and cultural development and in doing so ensuring high levels of involvement and wellbeing.
- Ensure children have the opportunities to participate in the arts, to grow a knowledge and understanding of the humanities including R.E, to prepare our children for transition to secondary school and the opportunities, responsibilities and experiences of adult life.
- Be stimulating, challenging and enriching with the highest aspirations for achievement and progress. Subjects are planned in a progressive sequence of learning aimed to improve the children's ability to: ask questions, investigate, interrogate information, present and argue whilst securing a substantive knowledge in each subject.
- Revisit prior knowledge and build upon this to support retention. For each subject, a progression in substantive and disciplinary knowledge, and vocabulary is carefully planned and this is reviewed regularly to ensure that curriculum design meets the needs of all learners.
- Provide a bespoke, broad, balanced and extensively developed curriculum that enables our children to grow and learn in an environment without prejudice or inequality.
- Support children to develop a sense of identity, promoting fundamental shared values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- Support children to accept responsibility for their behaviour, show consideration and understand how they can contribute positively to society.
- Give children the opportunity to learn the benefits of physically and emotionally healthy lifestyles, by participating in personal, social and health education.
- Provide 'Rich Opportunities and Memorable Experiences' enabling children to explore their interests and abilities through developing and appreciation of the arts, taking part in a wide range of physical activities, developing a sense of self in a supportive environment, experience music through performing, singing and playing instruments and by experiencing social, moral, spiritual and cultural education which broadens children's awareness and understanding of the world and their place within it.

## **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 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 governing boards set out in the Department for Education's Governance Handbook.

It 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**

### **School Standards Committee (SSC)**

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

The SSC 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, and science, 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

### **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 SSC
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The SSC is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The SSC 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
- Support teacher subject knowledge providing effective CPD where needs are identified through monitoring or by staff

### **Other staff**

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

1. Subject leaders are responsible for monitoring and evaluating the curriculum provision and implementation of their subject. This will take place as part of the school's ongoing cycle of monitoring and evaluation of the impact of the curriculum provision. We measure the impact of our curriculum through the following methods: speaking to pupils about their learning; evidence in books and from practical work; termly teacher assessment and lesson visits.

Class teachers will provide a broad and balanced curriculum for pupils in their care. They will ensure their own subject knowledge is sufficient to teach each subject to the appropriate depth for the children in their class. They will evidence the acquisition of knowledge and skills through written work, displays, photographs, etc.

## **4. 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, in our SEN policy and information report and in our EAL policy.

## **5. 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:

- Reviewing assessment information and summaries of monitoring for all subjects
- Meeting with subject leaders to discuss provision

- Looking at pupils' books to see the range of learning and the depth in which it is being covered
- Meeting with pupils, including school council, to seek their views on the curriculum
- Learning walk in school to see the breadth of subjects being taught

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

**6. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objectives
- EAL policy

**Policy Review Sheet**

Please note any comments or suggested amendments on this sheet. You may also choose to complete your comments in confidence on a separate piece of paper. Please add your initial to any comments.

-----

-----

-----

-----

-----

-----

-----

-----

-----