Curriculum policy

Chetwynd Junior school

Approved by:	Stephanie Lawes	**Date:** January 2023
Last reviewed on:		
Next review due by:	Spring 2025	

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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 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 and technical ambition for all pupils.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.

These curriculum aims are underpinned by our values:

- Our school values kindness and good manners to all, so our curriculum provides plenty of opportunities to explore the impact of our actions on others and we actively use our curriculum to promote positive mental health.
- Our school values trying our hardest in all aspects of life, so our curriculum encourages all types of activities from collaboration and independent work. We value all subjects within our curriculum equally allowing children to use their expertise, explore their passions and develop their knowledge and skills.
- Our school values the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices.

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.

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.
- 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.

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- It participates actively in decision-making about the breadth and balance of the curriculum.
- 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.
- Subject leaders will develop the curriculum in their subject in line with the National Curriculum and also the needs of our school community, taking in to account our location.
- Subject leaders will support the teaching of their subject through managing their budget, attending training to further develop their subject knowledge, contributing to the school SEF and SIP through their subject action plans.
- Working in partnership with the Governing Body through their link governor.

4. Organisation and planning

- We use a chronological approach to the curriculum throughout the school. Subjects are taught discreetly where necessary. We teach ART, DT and Music together during a dedicated week each half term in order to focus on these bespoke skills. White Rose Hub is used for our maths curriculum. Literacy is linked to our year groups, termly themes with quality texts used to base learning around.
- We focus the theme around local influences where possible. For example, each year we hold local area studies linked to a topic in each year group. We use this theme for transition days and/or for the first week of a new academic year. Where topics look beyond our local context we draw comparisons so pupils understand how locations and societies from the past or present may be different from theirs.
- Each subject is designed around the National Curriculum requirements. Each subject lead has developed a subject overview that fits into the school foundation overview. Each subject also has an individual policy that outlines the specific teaching and learning that is to be developed across a pupil's time at Chetwynd Junior School.
- Our curriculum covers the following:
    - Relationships and health education, through use of the Jigsaw Scheme.
    - Spiritual, moral, social and cultural development through our SMSC plan which develops opportunities and makes curriculum links across the curriculum.

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- British Values. This is a thread throughout our school community and curriculum.

- Teachers use the subject overviews to plan their lessons. They plan collaboratively in year teams and adapt plans for their own classes. To reduce workload, planning is done directly as notebooks/PowerPoints or Clever Touch screens. Planning also relies on the resources being produced for the year team. These are available to SLT and subject leads for monitoring.
- Subjects are well resourced for topics, including electronic packages and physical resources for classroom use.

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.
- Meetings with the Subject Leaders.
- Book Looks.
- Pupil Interviews.

Subject Leaders monitor the way their subject is taught throughout the school by:

- Planning scrutinies.
- Learning walks.
- Book looks.
- Pupil interviews.
- Governor link time.
- Monitor the way in which resources are bought, stored and managed.

This policy will be reviewed every 2 years by the Headteacher and Chris Atkins Chair of Governor. 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:

- Assessment policy.

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- SEN policy and information report.
- Equality information and objectives.
- Feedback Policy

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