

Curriculum Policy



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Contents

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

1. Curriculum aims

All pupils at Brewood School have an education, health and care plan (EHCP) and have experienced a wide variety of educational backgrounds and life experiences which for many has often involved serious trauma. As a result of these experiences many of our pupils have missed out on positive learning experiences, either within their family, previous schools, or within their community and many have significant gaps in their learning. The impact of these negative experiences on pupils' attitudes to, and engagement with, their learning transfer into school and consequently, pupil attainment may not match age related expectations.

Our approach towards our curriculum is creative, innovative and flexible which allows our pupils to experience a broad and balanced curriculum through which they acquire the skills and knowledge required to make progress commensurate with their ability.

At Brewood School, we endeavour to make learning relevant to our pupils, ensuring that they develop and progress in the core subject areas of English, mathematics and science, alongside the wider curriculum. There is a strong focus across the school on the importance of personal, social, health and economic education (PSHE), alongside pupils' spiritual, moral, social and cultural (SMSC) development. ICT is embedded into all of our teaching and is approached in a cross curricular manner.

Our approach towards implementing our curriculum helps to support our pupils to become positive and responsible individuals, who can work and co-operate with others in any situation they may find themselves in once they have left school.

Our curriculum aims, therefore, to:

Provide a broad and balanced education for all pupils that is 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

Equip pupils with the knowledge and cultural capital they need to succeed in life

Develop pupils' independent learning skills and resilience, to equip them to take their next steps.

2. Legislation and guidance

This policy reflects the requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#).

3. Roles and responsibilities

3.1 Board of Directors

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

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

The school's procedures for assessment meet all legal requirements

The board of directors is advised on whole-school targets in order to make informed decisions

Proper provision is in place for pupils in line with what is detailed on their EHCP.

3.3 Other staff

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

Classroom teachers in particular are responsible for:

- Medium and short term planning
- Differentiation to meet the individual needs of the pupil
- Summative and formative assessments
- Using a range of teaching and learning strategies, techniques and resources
- Directing the work of the Teaching Assistants within their class.
- Attending and contributing to training and meetings as requested.

4. Organisation and planning

Our curriculum is planned in terms of long, medium- and short-term programmes: the short-term programmes drive the learning that is current. The medium- and long-term programmes are adjusted on the basis of an evaluation of the progress pupils are making and are developed by staff to revisit and reinforce learning across all subjects taught in school e.g. healthy eating is taught in PSHE, Food Technology and Science.

Class groups are, as far as possible, based on key stage and ability. Tasks set are differentiated to meet each pupil's needs and starting points. Where assessment identifies an area of need, enhanced support can be provided to support engagement and accelerate progress.

Our Key Stage 3 Curriculum is informed by the National Curriculum. In Key Stages Four and Five when pupils are following courses that lead to accreditation planning and teaching is then informed by the requirements of the exam board's specifications.

Details of how we support teaching and learning in the following areas are provided in separate policies:

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

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

The Head teacher and the Deputy Head will co-ordinate the monitoring cycle. This will include:

- Auditing planning
- Moderating assessment data
- Analysing progress data
- Observing lessons
- Learning walks
- Work scrutinies
- Curriculum development and planning
- Initiating training/ workshop opportunities with specific focus.

Classroom teachers also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the headteacher. At every review, the policy will be shared with the board of directors.

7. Links with other policies

This policy links to the following policies and procedures:

Assessment policy

SEN policy and information report

Equality information and objectives