



Yewstock School



Curriculum Policy

Date reviewed by P&C	11.02.2019	Policy Type	School
Date adopted by FGB	26.02.2019	Review Cycle	Annually
Date of next Review	10.02.2020	Signed by Chair of Governors	
			

Curriculum policy

Status: Statutory

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school should be planned to meet the requirements of the National Curriculum taking account of the need to differentiate the learning experiences of our children.

The school aims to:

- Cater for the needs of individual children of both sexes from all ethnic and social groups
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, enabling them to become responsible, useful, thinking, confident and considerate members of the community
- Create and maintain an exciting and stimulating learning environment
- Ensure that each child's education has continuity and progression
- Ensure that there is a match between the child and the tasks s/he is asked to perform
- Provide a broad, balanced and differentiated curriculum
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
- Treat children in a dignified way

We aim that children should:

- Learn to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be happy, cheerful and well balanced
- Be enthusiastic and eager to put their best into all activities
- Begin acquiring a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
- Care for and take pride in their school
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Develop non-sexist and non-racist attitudes
- Develop the skills to think and solve problems mathematically in a variety of situations
- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes
- Develop an enquiring mind and scientific approach to problems
- Have an opportunity to solve problems using technological skills
- Be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity

- Develop knowledge of geographical, historical and social aspects of the local environment and national heritage and be aware of other times and places and recognise links among family, local, national and international events
- Have some knowledge of the beliefs of the major world religions
- Develop agility, physical co-ordination and confidence in and through movement
- Learn how to apply the basic principles of health, hygiene and safety

The headteacher will ensure that:

- all statutory 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. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening), and the use of information and communications technology
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the Curriculum Committee annually
- where appropriate, the individual needs of pupils requiring therapy/ies, and / or medical support or interventions are met and the curriculum adapted to meet these needs
- the procedures for assessment meet all legal requirements, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with national expectations, and what is required to help them improve
- the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- the governing body is advised on statutory targets in order to make informed decisions

It is the responsibility of the headteacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked / amended.

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

The governing body will ensure that:

- it considers the advice of the headteacher when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- National Curriculum test (where appropriate) and teacher assessment results are published in the prospectus and in the annual report to parents, and progress towards meeting agreed targets is described
- it participates actively in decision-making about the breadth and balance of the curriculum
- issues are always presented to pupils in a balanced way

Arrangements for monitoring and evaluation

The governing body will receive an annual report from the headteacher on:

- the standards achieved at the end of each key stage compared with national and local benchmarks (to include ethnicity where appropriate)
- the number of pupils for whom the curriculum was disapplied, the arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils (however the requirements of the national curriculum are flexible enough to allow almost all needs to be met within it)
- the evidence of the impact of national strategies on standards
- the views of staff about the action required to improve standards
- the views of parents as reported through the annual survey

This policy to be reviewed as part of a rolling programme of policy review set by the governors.

This policy should be read in conjunction with the Single Equality Policy. The general equality duty requires that, in the exercise of their functions, schools must have due regard to the need to eliminate unlawful discrimination, harassment, victimisation and other conduct prohibited by the Equality Act 2010. This should endeavours to advance equality of opportunity and foster good relations for all.