



Yewstock School



Curriculum Policy

Date reviewed by P&C	11.01.2021	Policy Type	School
Date adopted by FGB	25.01.2021	Review Cycle	Annually
Date of next Review	10.01.2022	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. At Yewstock School, we are committed to providing a curriculum which prepares our children and young people for a happy, productive and fulfilled adult life. We have high aspirations and encourage every person, pupil or staff member, to strive for excellence. Our curriculum promotes childrens' spiritual, moral, social and cultural development and prepares them for life in modern Britain so that they are socially aware and understand sustainability. We nurture independence and endeavour to provide skills which can transfer into all areas of our young peoples' lives, now and in the future.

The school aims to:

- Cater for the needs of individual children irrespective of gender, ethnicity or social demographic
- Facilitate and promote 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 inquisitive, healthy, responsible, useful, confident and considerate members of the community
- Create and maintain an exciting and stimulating learning environment in which all children are included
- Ensure that each child's education has continuity and progression through providing a coherent and cumulative curriculum
- Ensure that there is a match between the child and the tasks s/he is asked to perform
- Offer a broad, balanced and differentiated curriculum which provides challenge
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process including being involved in curriculum development
- Treat children in a dignified way in line with our school values to communicate well, show respect, be kind, caring and considerate, to find joy in learning and to strive for excellence.

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 and to be able to communicate their choice and control either verbally or through assistive technology
- Be happy, well-balanced and fulfilled
- Be enthusiastic and eager to put their best into all activities and to grow resilient
- Acquire a set of moral values, such as honesty, sincerity, personal responsibility, on which to base their own behaviour and integrity
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions and to develop a range of strategies for self-regulation where necessary
- Care for and take pride in their school

- Develop tolerance, respect and appreciation of the feelings and capabilities of all people in an unbiased way
- Develop attitudes which help them to fit into modern Britain, including an understanding of democracy, the rule of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs and
- Show appreciation of the feelings and capabilities of all people in an unbiased way
- 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 including using assistive technology where necessary
- 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 dance 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
- Be provided with multiple opportunities to work towards specific outcomes identified in their Education, Health and Care Plans

The Head Teacher 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 children 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 Leadership and Management Team annually
- Where appropriate, the individual needs of children 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 children and their parents/carers receive information to show how much progress they 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 Head Teacher 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 Head Teacher 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 children in a balanced way

Arrangements for monitoring and evaluation

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

- The standards achieved at the end of each key stage compared with national and local benchmarks (to include analysis of Protected Groups where appropriate)
- The number of children for whom the curriculum was disapplied, the arrangements which were made, how children and parents were informed, how progress was monitored, the progress made by those children (however the requirements of the Yewstock Curriculum are flexible enough to allow almost all needs to be met within it). This includes children who are accessing Alternative Provision.
- The evidence of the impact of national and local 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 endeavour to advance equality of opportunity and foster good relations for all.