

Curriculum Policy

High Down Schools



High Down Schools

Believing | Achieving | Learning for life

Approved by: Local Governing Body **Date:** 20/05/21

Last reviewed on:

Next review due by: May 22

Vision and Aims

“Believing, achieving, learning for life”.

“We believe that every child is entitled to a rich and inspiring high quality education. We will nurture them as well-rounded individuals with the self-belief and confidence to achieve their ambitions; and the values and passion to make our community and the wider world a better place.

To achieve its aims, High Down Schools will:

- Continue to provide a broad and balanced curriculum with a range of visits and visitors to inspire the children.
- Continue to develop the teaching and learning of core subjects to raise pupil standards
- Continue to be a value based school and support our community eg through Paint Pals, choir events, etc

Our pupils are encouraged to:

- Have self-belief and understand the ‘power of yet’
- Be an active participant in their learning journey and understand their next steps
- Demonstrate our school values and be good role models

Curriculum aims

In order to secure excellence the curriculum aims to:

- inspire and promote the learning, development and curiosity of the youngest children, recognising the importance of Early Years as a fundamental/discrete stage in a child’s learning journey;
- nurture all children so that they become knowledgeable, emotionally literate and respectful citizens;
- provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge, skills, future learning and employment;
- enable all pupils to develop sequenced knowledge, understand concepts and acquire skills within a clear progression, and be able to choose and apply these in relevant situations;
- develop pupils’ independent learning skills and resilience;
- map progression across the schools;
- support all pupils’ personal, spiritual, moral, social and cultural development;

- support all pupils' physical and mental development and responsibility for their own health, and enable them to be active;
- promote a positive attitude towards diversity and learning about other cultures and beliefs;
- equip all pupils with the knowledge and cultural capital they need to succeed to work towards their life goals in life;
- 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 ambition for all pupils;
- work with Teaching Schools to ensure CPD is available to support agreed content in curriculum.

Our vision for the curriculum at High Down Schools

We are determined to provide every child with an inspiring and imaginative curriculum. We will provide for our children a strong and broad foundation to develop their creativity, curiosity and passion to enable them to become confident lifelong learners. We will make use of local resources and our community as well as considering cultural diversity and world wide environmental issues.

Our curriculum will therefore ensure:

- That children undertake a range of stimulating and memorable experiences including trips, visitors and participation in sporting events and performances
- That children have access to hands-on practical activities where appropriate
- That children are able to share their own experiences, skills and knowledge to provide them with a 'voice' to influence their learning journey
- That we explicitly teach rich and inspiring vocabulary and develop strong oracy skills to support the development of independent thinking and reasoning
- That children have a passion for reading and the reading skills required to access the full curriculum
- That children become confident writers who can adapt their language and style in and for a range of contexts, purposes and audiences
- That we develop children's life skills through a focus on quality communication and social interaction
- That our children become independent numerate mathematicians who are well equipped to apply their learning to the wider world
- That skills, knowledge and understanding are progressive and enable children to build upon prior learning
- That children have a sense of belonging to their local community and an understanding of their place in the wider world

Legislation and guidance

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](#)

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](#) the Trust has chosen to follow.

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](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#)

This policy complies with our funding agreement [Funding Agreement](#) and articles of association [Articles-of-Association-June-2018.pdf](#)

Roles and responsibilities

The Local Governing Board and SEND governor will ensure that:

- it monitors the effectiveness of this policy and holds the headteacher to account for its implementation;
- a robust framework is in place for setting curriculum priorities and aspirational targets;
- the school complies 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, talents and needs, including children with special educational needs or disabilities (SEND) or EAL;
- 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 the implementation of this policy, and ensure 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;
- 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.

Other staff

Teachers and support staff should implement the school curriculum policy. Curriculum leaders show an understanding of important concepts related to curriculum design, such as knowledge progression and the sequencing of concepts.

Organisation and planning

Curriculum coverage allows all pupils to access the content and make progress through the curriculum.

Leaders prioritise phonics and reading to allow pupils to access the full curriculum offer.

Leaders prioritise mathematical fluency and confidence in numeracy following a mastery approach.

Curriculum leaders have clear roles and responsibilities to carry out their role in curriculum design and delivery.

Curriculum leaders have the knowledge and skills to design and implement the curriculum. Leaders at all levels, including governors, regularly review the curriculum to ensure it aligns with each school's curriculum map.

Curriculum leaders ensure that CPD on curriculum requirements is available for staff.

Curriculum leaders ensure the curriculum meets pupils' learning needs.

Curriculum delivery is equitable for all groups as appropriate.

Curriculum leaders ensure interventions enhance pupils' capacity to access the full curriculum.

There are long-term and medium-term planning expectations for all subjects.

There are clear curriculum progressions and intent statements for all subjects.

Curriculum mapping ensures sufficient coverage across the subject over time.

Summative and formative assessment in each subject shapes future learning.

Inclusion

Teachers set high expectations for all pupils. Our approach to the curriculum ensures that we are complying with the duties of the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014 to ensure our curriculum is accessible for all. (Please see SEND and Equalities Policies).

Teachers will use summative and formative assessment to set ambitious learning goals and plan challenging work for all groups, including:

- Higher attaining pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds including those who are higher attaining
- Pupils with SEND
- Pupils with English as an additional language

Teachers plan personalised lessons and intervention so that pupils with SEND can study each National Curriculum subject and ensure that there are no barriers to each pupil achieving.

Teachers facilitate the development of the child to help them achieve the best possible outcomes. A personalised curriculum also meets needs that are broader than the national curriculum.

Teachers take account of the needs of pupils whose first language is not English. Teachers plan lessons so that teaching helps pupils to develop their English, and to support pupils to take part in all subjects.

Monitoring arrangements

Trustees monitor each school to check it is complying with its funding agreement and teaching a broad and balanced curriculum. Trustees receive reports from the Director of Education that evaluate the quality of the curriculum in each Trust school as part of the overall quality of education.

Governors monitor whether the school is teaching a broad and balanced curriculum that includes the required subjects, through meeting with curriculum leaders; shadowing the work of curriculum leaders who are undertaking planning scrutinies, lesson visits, sampling pupils work and talking to pupils to capture pupil voice.