

The Crossways Schools



Crossways Curriculum Policy

This policy was agreed at Pupil Development Committee meeting on 28th April 2022

Next review is due March 2025

A handwritten signature in black ink, appearing to read 'P. Clarke'. The signature is written in a cursive, flowing style.

Philip Clarke

Contents

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

1. Curriculum aims

Our curriculum aims 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 ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life

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](#).

.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](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the Federation Head Teacher 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
- 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 Federation Head Teacher

The Federation Head Teacher 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 Curriculum Lead

The Curriculum Lead will ensure that:

- Unit stories encourage progression at least in line with national standards and with a view to be working at greater depth within that expected standard.
- Knowledge organisers are designed and contain curriculum detail on: prior learning, key knowledge, context and expectations.
- They share best practice with other colleagues in terms of curriculum design and delivery.
- There is consistency in terms of pedagogical principles and curriculum delivery.

3.4 Subject Leaders

Subject Leaders will ensure that:

- Termly overviews and weekly plans will contain curriculum detail on: learning objectives, learning outcomes, learning activities, differentiation and resources.
- Assessment is appropriate and adheres to the Teaching and Learning policy.
- Student performance data is reviewed on a regular basis to ensure that any necessary changes in terms of curriculum delivery are planned and carried out in a timely fashion.
- Oversee CPD needs with regard to curriculum planning and delivery within their area of responsibility.

3.5 Teachers and Learning Support Staff

Teaching staff and learning support staff will:

- Ensure that the school curriculum is implemented in accordance with this policy.
- Keep up to date with developments in their subjects.
- Have access to, and be able to interpret, data on each student to inform the design of the curriculum in order that it best meets the needs of each cohort of children. This includes the need to provide timely pupil progress data.
- Participate in high quality professional development, working with other teachers to develop their skills in understanding the learning needs of their children and how best to address those needs and engage them.
- Understand the learning needs of their children and how best to address those needs and engage them.
- Work in partnership with other agencies and organisations to provide an appropriate range of curriculum opportunities.

4. 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 equality plan and objectives, and in our Inclusion Policy for SEND and SEND information report.

5. Monitoring arrangements

- The Federation Head Teacher has the overall responsibility for the quality of provision provided for the pupils and the outcome in terms of both attainment and progress.
- Monitoring and evaluating tasks will be undertaken in partnership with the Curriculum Leader. These tasks will link into a programme of monitoring, Strategic Development Plan priorities and actions, as well as performance management of teaching staff.
- The Federation Head Teacher will report their findings through regular reports, including the termly HT reports, to governors and provide feedback to staff to celebrate strengths and identify aspects for improvements.
- Subject Leaders will monitor and evaluate the planning and standards achieved by pupils. They will also evaluate the quality of teaching and learning in their subject through observations, learning walks, data analysis, book scrutinies and pupil interviews.
- The Curriculum Link Governor will act as critical friend to the Curriculum Leader. Regular meetings will discuss progress made and support the identification of next steps for development.
- Subject Link Governors for Core subjects will act as critical friends and will meet regularly with Subject Leaders and analyse a range of evidence. They will produce a written report, which will be shared with governors.

The Federation Head Teacher and Curriculum Lead will review this policy every 2 years. At every review, the policy will be shared with the full governing board.

6. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Inclusion Policy for SEND
- Equality plan and objectives
- Learning and Teaching policy