

Carrdus School

Curriculum Policy

Rationale

At Carrdus School, we believe every child is entitled to:

- A curriculum that is characterised by breadth, depth, balance, continuity, progression and relevance
- A curriculum that provides a sound basis for the opportunities, responsibilities and experiences of their future lives.

This policy is written with regard to the Equality Act 2010. Our curriculum is supported by appropriate plans and schemes of work. These take into account the ages, aptitudes and needs of all our pupils and support the fundamental British values of democracy, the rule of law, individual liberty and the mutual respect and tolerance of those with different faiths and beliefs.

Aim

Our school curriculum is central to the delivery of our school's aims and always forms a key area in the school development plan. It is designed to meet the needs of pupils of all abilities within the range of ability at Carrdus. The aim of this policy is to ensure that our curriculum is:

- Broad and balanced and shows continuity, consistency and progression;
- Provides a range of opportunities in which children can learn and make progress;
- Accessible to all pupils enabling them to make excellent progress and reach high standards in accordance with their needs and ambitions;
- Provides intellectual and creative challenge;
- Promotes the spiritual, moral, social and cultural knowledge and understanding of every child;
- Develops pupils' personal, social, health and economic understanding and wellbeing;
- Prepares children for the opportunities, responsibilities and experiences of adult life in our British society;
- Supports the development in every child of our school values of honesty, tolerance and respect and of the British values of tolerance, rule of law, respect, freedom and democracy;
- Supported by specialist teaching in a wide range of subjects;
- Enriched through a comprehensive extra-curricular programme;
- Provides opportunities for cross curricular work;
- Creative with a themed approach to skills-based learning;
- Follows the Statutory Framework for the Early Years Foundation Stage (September 2021), which set the standards for learning development and care for children from birth to 5 (Nursery and Reception classes);
- Based on National Curriculum 2014 (Y1-6);
- Regularly monitored;
- Reflects our school's aims and ethos, including the Carrdus Pathway.

Delivery and breadth

Our curriculum is delivered through full-time education for pupils of compulsory school age (construed in accordance with Section 8 of the Education Act 1996) and it gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.

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Basic skills

Our curriculum is designed to ensure pupils can acquire excellent speaking, listening, literacy and numeracy skills.

Success Criteria

We measure the success of our curriculum policy by the extent to which our children:

- Acquire, develop and apply a broad range of knowledge, understanding and skills in order to make connections, think creatively and solve problems;
- Acquire strong basic skills including speaking, listening, reading, writing, numeracy and computing;
- Make progress and reach high standards across the curriculum, including those standards expressed as the learning and development requirements of the EYFS;
- Develop strong personal, social, health and economic understanding and wellbeing;
- Develop in terms of confidence, independence, resilience, aspiration, empathy and creativity within the context of their Carrdus Pathways;
- Develop strong spiritual, moral, social and cultural understanding;
- Develop knowledge of themselves, a love of learning and a sense of achievement;
- Understand and lead safe and healthy lifestyles;
- Develop strong school values of honesty, tolerance and respect for others;
- Develop strong understanding of the British fundamental values of tolerance, rule of law, respect, freedom and democracy.

Personal, Social, Health and Economic (PSHE) Education

Our curriculum enables the development of our pupils' personal, social, health and economic understanding and wellbeing. This policy needs to be read in conjunction with our School's PSHE Education Policy, which includes information about what we expect our pupils to know and understand of British fundamental values.

Spiritual, Moral, Social and Cultural (SMSC) Development

One of the aims of this policy is to ensure we promote the spiritual, moral, social and cultural knowledge and understanding of every child. At Carrdus our daily school life is focused on the development of the whole child and therefore SMSC development is as important as academic development. This policy needs to be read in conjunction with our School's SMSC Policy.

Implementation

We implement our curriculum policy through the means listed below.

- Early Year's Foundation Stage (EYFS). We follow the Statutory Framework for the Early Years Foundation Stage (September 2021). This outlines the learning and development requirements of children in our Nursery and Reception classes. These requirements cover the seven areas of learning, the educational programmes, the early learning goals and the assessment requirements.
- National Curriculum. We are not required to follow the National Curriculum, but we use it as a basis for our own school curriculum. This enables us to be flexible in what we teach our pupils, tailoring our curriculum and making relevant to the needs of our pupils.
- School Curriculum. We have a school wide programme of study for English and we have school wide schemes of work for Maths, RE and PSHE. These outline the learning aims and outcomes with continuity and progression across the years. In all other subjects, our planning is based on the National Curriculum.

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- Curriculum review. We review the different subjects of our curriculum on a regular basis to ensure that it remains broad and balanced and shows continuity, consistency and progression.
- Planning. We plan carefully to cover our curriculum each year and ensure that our plans demonstrate continuity, consistency and progression in the long, medium and short terms. We are creative in our planning, wherever possible, to ensure links are made between different areas of the curriculum.
- Basic skills. We plan opportunities to use and apply pupils' basic skills of speaking, listening, reading, writing, maths and computing across the curriculum.
- Assessment – We use formative assessment strategies including Assessment for Learning (AfL) alongside an annual programme of summative assessment to monitor the effectiveness of our school curriculum. See Assessment Policy.
- Co-curricular enrichment - We enrich, enhance and complement our school curriculum with broad co-curricular provision including:
 - programme of day trips and residential trips;
 - visitors coming into school;
 - before and after school clubs;
 - themed weeks/days;
 - outdoor learning days.
- Monitoring. Consistent and clear monitoring of lesson plans, exercise books/learning journals, teaching, displays and learning environments take place regularly
- SMSC. We use our whole curriculum as a context for developing our pupils' spiritual, moral, social and cultural knowledge, understanding and skills as well as using PSHE education and circle time sessions and assemblies to teach these attributes.
- Specialist teachers. We employ a number of specialist teachers to teach subjects including Art, Computing, Drama, French, Learning Support, Music, PE and Science.

Monitoring

It is the responsibility of the Head to ensure that the implementation of the policy is consistently maintained through:

- Chairing regular teacher meetings;
- An effective programme of lesson observations;
- Monitoring of teaching plans, exercise books/learning journals, displays and learning environments;
- Analysing academic data;
- Implementing subject area development plans;
- The school's appraisal system;
- Conducting pupil questionnaires;
- Annual monitoring visit by the LA's EYFS adviser.

Evaluation

It is the responsibility of the Governors to ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work are in place. It is the responsibility of the Head to ensure the curriculum meets its aims as well as the aims of the school. Where it is felt to be appropriate, further consultation may take place with the subject coordinators and a review of that subject area or of the whole curriculum may be instigated. This process of review and evaluation is embedded in the School Development Plan.

This policy refers to all sections of Carrdus including EYFS

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Review

The policy is reviewed annually by the Head.