

Curriculum policy

Hasland Junior School



Approved by:	Charlotte Bown	Date: 23/02/21
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1. Intent

This intent is how we would like the curriculum to be taught and delivered for our children. It has been written after consultation with governors, teaching staff, children and parents.

- At Hasland Junior School we aim to teach a curriculum that develops motivated, curious and enthusiastic learners who are able to make links between previous and current learning and use enquiry skills to prepare them for the future.
- We aim for our children to be emotionally, academically, physically and socially equipped for the next step in their learning through acquiring and developing lifelong knowledge to become independent learners.
- Our broad, balanced and inclusive curriculum aims to offer high aspirations for all pupils of all backgrounds and abilities through a range of exciting and relevant learning experiences.
- By giving learning a purpose, we aim to foster children's enjoyment of learning and empower them to seek opportunities to contribute, understand and thrive in their local and wider communities. Through exploring the values of respect and co-operation, children will gain a greater sense of their responsibility and the importance of equality.

2. Roles and responsibilities

The governing board

The governing board will monitor the effectiveness of this policy and hold the school's leaders 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
 - Appropriate provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
 - Hasland Junior School implements the relevant statutory assessment arrangements
 - It participates actively in decision-making about the breadth and balance of the curriculum
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- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

Headteacher

The headteacher 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
- Appropriate provision is in place for pupils with different abilities and needs, including children with SEN

Subject Leaders

Subject Leaders will ensure that the school curriculum is implemented in accordance with this policy.

3. Implementation

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

When the curriculum is delivered, careful consideration is given to:

- How the curriculum is tailored to local needs, including how the National Curriculum/subjects is adapted to suit our local context
- How Subject Leaders design, deliver and sequence their subject, in line with national guidance and best practice to ensure all subjects have maximum impact on learners
- The effective coverage of:
 - Relationships and health education
 - Spiritual, moral, social and cultural development

- British values
- Short, medium and long-term planning which supports the delivery of all subjects, taking into account the needs of individual learners
- Appropriately resourcing subjects to support curriculum delivery. This is co-ordinated by both Year Band Leaders and individual Subject Leaders.

4. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessments to 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.

5. Impact

The impact of our curriculum is that all of our pupils, including the disadvantaged and those with special educational needs, develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in the results from national tests and in the assessment data for each subject. Therefore, our children are well -prepared for the next stage of education and have the knowledge and cultural capital they need to succeed in life.

Each subject is carefully monitored:

- Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through school visits, conversations with subject leaders, meetings with pupils etc.
- Subject leaders monitor their subjects through planning scrutinies, learning walks, book scrutinies, whole school moderation, pupil and staff feedback etc.

This policy will be reviewed every year by the Deputy Headteacher. At every review, the policy will be shared with the full governing board.