



## **Eastbrook School**

### **Curriculum Policy**

*Together We Learn*

#### **Context**

The aim of the policy is to provide an overarching framework which translates the values and aims of the school into effective teaching and learning through a relevant and effective curriculum so that all children reach their full potential and achieve success.

This is important for all learners including those classified as having special needs, those with English as an additional language, and the more able. It is important to recognise that the curriculum is not solely about the National Curriculum, although this is the legal foundation because it secures an entitlement for all students.

The curriculum embraces all that is learned through school, whether it be in lessons or part of informal learning within and beyond the school day.

#### **Purpose**

We believe that learning is an enjoyable, lifelong process through which everyone can achieve their potential and exceed their expectations. We will challenge and support our students to do their very best by providing an extensive range of learning experiences beyond the statutory requirement.

#### **Who/what was consulted?**

The National Curriculum, DfE circulars and guidance from the LA and relevant exam boards also informed the policy.

#### **Relationship to other policies:**

The school policy on the curriculum embraces all policies and procedures, particularly, for admissions, Inclusion and SEND, assessment, careers education and guidance, collective worship, drug education, equalities, anti-racism and equalities, health and safety, homework, nutritional standards, appraisal, educational visits and extracurricular activities, PREVENT, session times, sex and relationships education, staff discipline and capability procedures and most importantly teaching and learning.

#### **Roles and responsibilities of Headteacher/SLT, other staff and governors**

The **Headteacher/SLT** will ensure that:

- all statutory elements of the curriculum, and other subjects which the school chooses to offer, including those taught off-site by other providers, have schemes of work which reflect the aims of the school

and indicate how the needs of individual students will be met. This will include how the subject will be taught and assessed, consider British values, and include cross curricular links, literacy, numeracy and the effective use of ICT

- the amount of time provided for teaching the curriculum is adequate and is reviewed by Senior and Middle Leadership.
- where appropriate, the individual needs of some students are met by permanent or temporary disapplication or uncoupling from the National Curriculum
- the procedures for assessment meet all legal requirements and students and their parent / carers receive information to show how much progress the students are making 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 Headteacher/SLT 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 are 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 Headteacher/SLT when approving curriculum changes and when setting statutory and non-statutory targets
- progress towards annual statutory targets is monitored
- it participates actively in decision-making about the breadth and balance of the curriculum

### **Arrangements for monitoring and evaluation**

The **Governing Body** will receive an annual report from the Headteacher each November to cover:

- the standards reached in each subject, by every year group, against national averages and similar schools

- the standards achieved at the end of each key stage by gender, ethnicity and disadvantaged/Ever6 compared with national and local benchmarks
- the standards achieved by students with additional educational needs
- the number of students for whom the curriculum was disapplied or uncoupled, the arrangements which were made, how students and parents were informed, how progress was monitored and the progress made by those students
- the evidence of the impact of national, local and school strategies and interventions on standards
- the views of staff about the action required to improve standards
- the nature of any parent / carer complaints or requests for withdrawal removal from RE, Assembly or Sex and relationship Education