



## Curriculum Policy

Updated: 06-18  
Prepared by: JH/SCC

Next Review: 06-19  
Approved by: JR

**This Policy applies throughout the School from the EYFS to Year 6.**

### Aim

This Policy describes the content and principles of the educational programme for KS1 and KS2. It is supported by Long Term Plans and Schemes of Work for each area.

Nursery and Reception class pupils at the School follow the EYFS Statutory Framework.

### Objectives

To provide full time supervised education for pupils to give them experience in linguistic, mathematical, scientific, technical, human and social, physical, aesthetic and creative education. We seek to build intellectual character, collaborative learning and independent thinking skills to support effective lifelong learning.

**1. Breadth:** The curriculum should be broad as a whole and in its various constituent parts. Throughout this curriculum, values such as mutual respect and courtesy summarised in our Golden Rules are reinforced.

**2. Balance:** The timetable ensures that there is a balance between the curriculum areas to allow pupils to acquire skills in:

- Literacy, speaking and listening
- Mathematics and numeracy
- Science
- Arts education
- Humanities
- Physical education
- Technological education
- Spiritual/moral/cultural/social and health education to reflect the School's aims and ethos

Subject matter is appropriate for the ages and aptitudes of our mixed ability intake of pupils between the ages of 3 and 11 years, including pupils with statements/Education, Health and Care plans. Each area should have the time and resources to make its specific contribution to the curriculum as a whole. Cross-curricular links are pursued where possible and desirable.

**3. Relevance:** The learning objectives should be appropriate to the age and ability of the children and should prepare them for the requirements of the next stage of education.

**4. Parity:** All curriculum areas are valued equally. As pupils move through the School, some components may have a greater weighting but the importance of each should not be diminished.

**5. Entitlement:** All children regardless of gender, race, belief and ability are entitled to an appropriate curriculum and to have the opportunity to learn and make progress. Children

with learning difficulties or statements/Education, Health and Care plans are provided with education which fulfils their stated requirements.

**6. Access:** All children should have access to the experiences, people and resources necessary to realise their potential in education.

### **Monitoring and Evaluation**

The responsibility for a subject area lies with the relevant Subject Co-ordinator. This includes the production of a Subject Handbook containing a Policy, Long Term Plans and Schemes of Work. Subject Co-ordinators are also responsible for the monitoring of the teaching of their subject in a variety of ways including lesson observation, work scrutiny and pupil interviews.

Curriculum Maps summarise planning material for each year group and are maintained by class teachers and Subject Co-ordinators.

The Deputy Head (Academic) and Senior Management Team oversee the delivery of the curriculum. They are responsible for monitoring and supporting the Subject Co-ordinators.

### **Linked Policies**

- Teaching and Learning Policy
- SEN Policy
- PSHCE Policy
- Assessment and Record-keeping Policy
- Gifted and Talented Policy
- Presentation of Work Policy
- Report Writing Policy
- Marking Policy
- Teaching Policies
  - Art
  - Drama
  - English
  - French
  - Geography
  - History
  - Maths
  - Music
  - PE
  - RE
  - Science

### **Reference**

EYFS Statutory Framework

<http://www.foundationyears.org.uk/eyfs-statutory-framework/>