

Curriculum Policy

Policy Title	Curriculum
Policy Created / Amended	January 2021
Policy review cycle	2 years
Policy Review Date	January 2023

1. INTRODUCTION

The curriculum at Glemsford Primary Academy embraces all the learning opportunities a student can experience. It includes what is offered in formal, time-tabled lessons, as well as the wealth of extra-curricular activities and experiences promoted or supported by the Academy.

2. POLICY STATEMENT

- 2.1 Every pupil has an entitlement to encounter a broad range of relevant learning opportunities which:
- i. are of the highest possible quality;
 - ii. build confidence, creativity and responsibility whilst engendering high academic outcomes for all
 - iii. are challenging, stimulating and engaging
 - iv. take account of different starting points of individuals;
 - v. provide opportunities for personalisation by catering for pupils' needs, aspirations and ability;
 - vi. have a clear progression to the next stage of learning
 - vii. are recognised and valued by FE, HE and employers
 - viii. are provided irrespective of age, gender, ethnic background, academic ability or physical disability.
- 2.2 Pupils will benefit from a curriculum that is well-planned and co-ordinated to provide breadth, balance, depth and relevance. Staffing will reflect the needs of the curriculum to ensure that appropriately skilled and qualified staff are employed and that the specialist skills of staff are fully utilised.
- 2.3 The curriculum acknowledges the need for progression and continuity in order to build on the learning experiences of the individual.
- 2.4 The curriculum will promote the spiritual, moral, social, cultural, mental and physical development of pupils at the Academy both within subject areas and as part of the wider curriculum offer
- 2.5 The curriculum will aim to develop and extend pupils and to learn and to develop those skills that promote effective team work, communication, organisation independent learning and online safety
- 2.6 The curriculum will also develop pupils' self-awareness through providing opportunities to engage with reflection.
- 2.7 Pupils will participate in a wider curriculum that will develop their personal qualities and skills through participation in our Enrichment and Forrest School activities so that they can contribute effectively and confidently to life in and out of the Academy and which will prepare them for an effective, purposeful, responsible and enjoyable adult and working life.
- 2.8 All pupils will be prepared carefully and thoroughly for public examinations, statutory tests and to achieve accredited qualifications.
- 2.9 Effective teaching and learning will be the main concern of Academy management and the resources will be allocated annually to meet the demands of subject needs.

3. ROLES AND RESPONSIBILITIES

- 3.1 It is the responsibility of the **Governing Body** to establish a policy for the Curriculum and its implementation and to monitor the effects of the implementation.
- 3.2 It is the responsibility of the **Headteacher** to ensure the curriculum of the Academy meets all statutory requirements.
- 3.3 It is the responsibility of **all staff** to familiarise themselves, and comply, with this policy and its implementation in accordance with relevant professional standards.

4. IMPLEMENTATION

- 4.1 The curriculum will:
 - i. implement those requirements of the national curriculum that meet the needs of the academy's pupils, and meet all statutory requirements with regards to time and subject allocation;
 - ii. enable, through regular assessment, the tracking of the progress of pupils and targeted intervention to remove barriers to learning;
 - iii. be socially inclusive ensuring equality of access and opportunity for all pupils;
 - iv. include personal, social and health education including sex education and drug education;
 - v. provide a breadth and relevance of learning opportunities for all abilities;
 - vi. challenge each student to strive for excellence in her/his own terms;
 - vii. provide a mixture of directed and investigative learning which ensures equality of access and opportunity for all pupils, in a variety of appropriate teaching styles;
 - viii. provide factual content and develop cross-curricular skills, especially information technology and language, stimulate academic and physical progress and personal development;
 - ix. emphasise the 'wholeness' of the learning experience and its pleasures and rewards, and thus develop self-motivation;
 - x. emphasise the importance of English and maths across the curriculum;
 - xi. emphasise the place of technology across the curriculum and its relevance to the whole community;
 - xii. meets the requirements of all pupils irrespective of their academic abilities or needs and fulfils the provisions of the Special Educational Needs Code of Practice;
 - xiii. acknowledge that people come from a variety of cultural and religious backgrounds and promote tolerance through an effective pastoral organisation;
 - xiv. ensure that all pupils can benefit from all the resources that the Academy can offer;
 - xv. foster a considered approach to choices to be made both within a student's school life
 - xvi. develop a sense of responsibility in pupils for their own growth by reflecting on and evaluating the whole range of their learning and development.

5. ADDITIONAL RESOURCES

5. Please see curriculum overview documents.

5. MONITORING AND REVIEW

- 5.1 The curriculum will be reviewed and evaluated annually by the Headteacher and the Senior Leadership Team to ensure it matches the interests, aptitudes and special needs of all pupils at the Academy.
- 5.2 The Headteacher will report on the policy to the Principal as appropriate.
- 5.3 The Headteacher will report to the Governors' on any relevant aspects of the working of the policy as appropriate.
- 5.4 The Governing Body will review the policy every two years.