

# Curriculum Policy



**Written by:** Laura Brambani **Date:** July 2023

**Next review due by:** July 2024

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### 1. Curriculum aims

Our curriculum intends to:

- Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and Life in Modern Britain.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.
- Create an enjoyment of the curriculum to promote achievement, confidence and good behaviour. Children feel safe to try new things and know that they can learn from their mistakes.
- Provide wider opportunities for children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society.
- Place high focus on supporting pupils' spiritual, moral, social and cultural development.
- Support pupils' physical and mental development and responsibility for their own health, and enable them to be active.
- Promote a positive attitude towards learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life.
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1.

## 2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

## 2. Roles and responsibilities

### 3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher 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
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science, and all foundation subjects and enough teaching time is provided for pupils to cover the requirements of the funding agreement.
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs and disability. (SEND)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

### 3.2 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
- 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
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

### **3.3 Other staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

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#### **Curriculum Lead**

Laura Brambani- Deputy Head Dean Field School

#### **Inclusion and Special Educational Needs and Disabilities**

Samantha Bowling- Deputy Head for Inclusion- Beech Hill

Fiona Walker- SENDCo

Emily Waddington- Shadow SENDCo

#### **English**

Sara Cockroft – Deputy Head - Reading and Writing Lead

Emily Holmes – EYFS Phonics Lead

Katie Hoodlass – Writing Lead

Danielle Freeman (MAT Leave) / Natailja Grba – Phonics and Lower School Reading Lead

Katie Whitton – Upper School Reading Lead

#### **Maths**

Becky Creighton – Assistant Head – Maths Lead

Emily Waddington (Mat Leave) – Shadow Maths Lead

#### **Humanities**

Francesca Appleyard – Geography Lead

Katie Whitton – History Lead

#### **SMSC/RE/PHSE Team including RRS**

Ebony Lunn/ Natalija Grba – RE Leads

Megan Hampshire – SMSC/PHSE

Lewis Hoyle – Assistant Head – RRS Lead

#### **Computing**

Becky Creighton – Assistant Head – Computing Lead

#### **Languages**

Lucy Gledhill – Languages

#### **Sports and Health**

Calum Batley – Sports and Health Lead

Lewis Hoyle – Assistant Head – Sports and Health Lead

#### **Science and Technology Team**

Lewis Hoyle – Assistant Head – Science and Technology Lead

Megan Hampshire – Design and Technology Lead

### **Arts Team**

Laura Haigh – Music Lead

Katie Hudson – Art Lead

### **EYFS**

Emily Holmes – EYFS Lead - Maths

Anisah Banu – Understanding of the World

Melissa Costello – Communication and Language

Jennifer King – Nursery

### **Special Educational Needs**

Samantha Bowling – Deputy Head – Inclusion Lead and SENDCo

Fiona Walker (MAT Leave) – SENDCo

Emily Waddington (MAT Leave) – Shadow SENDCo

Melissa Costello/Francesca Appleyard/Lucy Gledhill/Ebony Lunn – Shadowing SEND

## **4. Organisation and planning**

At Beech Hill we strive to provide a curriculum that engages and inspires our children, providing them with rich and memorable experiences alongside lifelong knowledge and skills. We firmly believe that our curriculum should reflect our diverse and ever-changing community and provide them with opportunities to learn about their own heritage alongside developing their understanding of other cultures and religions. Our curriculum for years 1 to 6 is based on the National Curriculum 2014 and for Nursery and Reception it is based on the Statutory Framework for the Early Years Foundation Stage, Development Matters. [See our EYFS policy for information on how our early years curriculum is delivered.](#)

The curriculum is designed to ensure coverage and progression. Medium-term plans are created for all subjects. These take into account the National Curriculum objectives for each year group and subject knowledge and skills. From these, a body of knowledge and vocabulary are broken down in the form of ‘must-knows’ for each year group and subject to ensure children retain key knowledge. [Please see individual subject policies for information on how each subject is delivered.](#)

Underpinning our entire curriculum are the basic skills of English, maths and computing. Teachers should identify planned opportunities to develop these alongside the arts, making links to the British values: democracy, the rule of law, individual liberty, mutual respect and tolerance and also reflect any UNICEF Rights Respecting objectives. [Please see our separate policy on SMSC including our British Values Statement.](#)

Our curriculum design ensures that the needs of individuals and small groups of children can be met within the environment of high quality first wave teaching and ‘Teaching to the Top’. Teaching to the top ensures we never put a ceiling on a child’s learning so that they are able to maximise the opportunity to achieve their full potential and to impact in a positive way on pupil outcomes.

High quality visits and visitors into the school enhance the curriculum and provide opportunities for writing for a purpose. The Arts play a key role in giving every child at our school a vital channel for self-expression. Our children work with three Artists in Residence for art and design, dance and poetry. Years 1 to 6 have the opportunity to work with all three for one half term per year.

To promote physical health and wellbeing, a range of clubs gives learners an opportunity to access a wide variety of sports clubs after school hours and during lunch times. In order to fulfil our duty in teaching statutory relationships and health education, we use the Jigsaw scheme as a basis for our PSHE curriculum. This provides a whole-school approach to this area of the curriculum ensuring consistency and progression across year groups. The lessons are adapted as necessary to meet the needs of the children at Beech Hill School.

Establishing close links between home and school are key to enabling pupils to achieve their full potential. Therefore, the half termly curriculum overview along with the must knows is sent out via our Seesaw App and is available on the school's website for parents to access. Seesaw provides a window to classroom learning for parents and an essential way of bringing learning home. Parents can share and join in with the learning experience of their child and help them to retain knowledge by asking them questions based on the information on the 'must knows'.

To ensure effective learning throughout the school, we incorporate our core values into our curriculum: honesty, tolerance, respect, determination, perseverance, appreciation, friendship, kindness. We believe that the social and emotional aspects of learning should be a key focus for our work with the children and understand that the factors that can hold back the learning of our children include children's difficulties in understanding and managing their feelings, working co-operatively in groups, motivating themselves and demonstrating resilience in the face of setbacks. Through the combined use of the 'values approach', our Rights Respecting School status and our creative curriculum, we are able to create children who are effective learners.

When our children leave school at the end of year 6, we strive for them to be well-rounded individuals who have the necessary literacy and numeracy skills to succeed in life whilst having experienced an inspiring curriculum which gives them every chance to succeed.

## 5. Inclusion

At Beech Hill we believe that every child matters. There is driving determination to ensure that pupils and adults in the school reach their full potential. Our ethos is a simple one 'Learning without Limits' and this is inclusive of our children. We place a high value on establishing close links between home and school so that we can work effectively together enabling each child to achieve

their full potential. Our school focuses on setting high expectations for all pupils and they will use appropriate assessments to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs and disabilities
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that all pupils, including those 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 differentiate tasks and skills where necessary and will look at other year groups curriculum objectives to ensure correct coverage is used. They will use mix of visual, verbal and kinaesthetic approaches, as well as pre-teaching of vocabulary to take into account the needs of all pupils.

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.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

## 6. Monitoring arrangements

Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through:

- School visits to take part in deep dives, governors meetings and curriculum reports.

Subject leaders, along with the curriculum leader, monitor the way their subject is taught throughout the school by:

- Learning walks, book scrutinies, book looks, pupil interviews, deep dives, shallow paddles, pupil and staff interviews.
- Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

## 7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- Separate subject specific policies

- SMSC policy
- Personal, Social and Health Education (including Relationships Education) policy
- Special Educational Needs Policy