



Date	Review Date	Coordinator	Nominated Governor
October 2016	October 2019	Associate Head	Chair of Standards

We believe this policy relates to the following legislation:

- Education Act 1996
- Education Act 1997
- Standards and Framework Act 1998
- Education (National Curriculum) (Temporary Exceptions for Individual Pupils (England) Regulations 2000
- Education Act 2003

We have a duty to ensure compliance with the revised National Curriculum and with the application of the new programmes of study and attainment targets. We use the flexibility in the National Curriculum to meet the needs and talents of the pupils in this school.

We are aware that by providing the National Curriculum we are satisfying the requirements of a broad and balanced curriculum.

We believe we give all our children full access to National Curriculum and we enable them to achieve the highest academic and personal standards of which they are capable by providing them with challenges and the life skills that they need in order to take their place in society. We want all our children to succeed.

We provide for all children a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development while preparing them for the opportunities, responsibilities and experiences in adult life in democratic Britain.

We see the development of English (reading and writing) and Mathematics as central to our curriculum work, balanced with our Foundation subjects which include Science, PE, Music and Dance. We also have termly and half termly topics which cover Geography, History, R.E, PSHE, Design Technology and Art. The use of iPads and computers includes the subject of IT and where possible, the children learn a basic of Languages, predominantly Spanish.

We strive to provide a curriculum that all pupils will find enjoyable with them understanding the relevance of their lessons. This can only be achieved by using the experience, enthusiasm and specialism of individual teachers who provide interesting, relevant, purposeful and differentiated lessons based on real-life experiences, wherever possible, in a structured well ordered classroom environment.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

## **Aims**

- To provide a broad, exciting and challenging curriculum that embraces the five outcomes set out in Every Child Matters.
- To provide a curriculum that provides pupils with the essential knowledge they need to be educated citizens in democratic Britain.
- To provide an environment that is fun, stimulating and challenging to all pupils.
- To promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- To equip children with a range of skills and a desire for lifelong learning.
- To work with other schools to share good practice in order to improve this policy.

## **Responsibility for the Policy and Procedure**

### **Role of the Governing Body**

The Governing Body has:

- delegated powers and responsibilities to the Executive Headteacher to ensure all school personnel and stakeholders are aware of and comply with this policy;
- responsibility for ensuring compliance with the legal requirements of the National Curriculum and religious education and taught in according to the locally agreed syllabus;
- responsibility for ensuring the syllabus for religious education reflects Christianity and all main world religions;
- responsibility for ensuring a daily act of worship takes place for all pupils;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- nominated a link governor to visit the school regularly, to liaise with the Executive and Associate Headteacher and to report back to the Governing Body;

### **Role of the Executive Headteacher**

The Executive Headteacher will:

- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- ensure compliance with the legal requirements of the National Curriculum and religious education;
- consider disapplying a pupil from all or part of the National Curriculum for a period of time if this will benefit the child;
- encourage parents to take an active role in curriculum development;
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by;
  - observing teaching and learning
  - planning scrutinies and work trawls

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➤ discussions with pupils and members of the school council

- annually report to the Governing Body on the success and development of this policy

### **Role of the Nominated Governor**

The Nominated Governor will:

- work closely with the Executive and Associate Headteacher;
- ensure that everyone connected with the school is aware of this policy;
- report to the Governing Body every term;

### **Role of the Subject Leader**

- There will be a subject leader for each core curriculum subject.
- Each subject leader reviews progress of their curriculum subject and reports this to the Associate Headteacher and other members of staff.
- Each subject has an action plan which forms part of the Single Integrated Development Plan.

### **Role of School Personnel**

School personnel will:

- undertake careful planning of all areas of the curriculum but will be encouraged to take time to react and to develop those unexpected moments which will further develop children's experiences;
- develop mathematical fluency, numeracy and mathematical understanding in all subjects;
- develop pupils' spoken language, reading, writing and vocabulary in all subjects;
- be encouraged to develop the curriculum by using the range of cultures that we have within the school;
- maximize learning opportunities by encouraging and developing parental involvement;
- plan differentiated lessons which are interactive, engaging, of a good pace and have a three-part structure;
- use a range of teaching and learning styles to address the needs of all children;
- have high expectations for all children and will provide work that will extend them;
- assess, record and report on the development, progress and attainment of pupils;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;

### **Role of Pupils**

Pupils will:

- learn to take pride in their work;
- produce work of a high standard;
- be encouraged to bring in their own items and information in order to enhance and to take ownership of a topic;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- participate fully in all lessons;
- participate in discussions concerning progress and attainment;

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- treat others, their work and equipment with respect;
- hand in homework properly completed and on time;
- liaise with the school council;
- take part in questionnaires and surveys

### **Role of the School Council**

The School Council will be involved in:

- discussing improvements to this policy during the school year;
- organising surveys to gauge the thoughts of all pupils;

### **Role of Parents (Parental involvement)**

Parents/carers will:

- be encouraged to become involved in curriculum development by helping in school, taking part in curriculum focus weeks and by maximizing learning opportunities between home and school;
- be informed via termly newsletters of their child's topics;
- be made aware that they have the right to withdraw their child from all part of the religious education curriculum;
- be encouraged to take an active role in the life of the school by attending:
  - parents and open evenings
  - parent-teacher consultations
  - class assemblies
  - school concerts
  - fundraising and social events
- be encouraged to work in school as volunteers;
- be encouraged to organise after school clubs or groups;
- be asked to take part periodic surveys conducted by the school on curriculum development;
- ensure regular and punctual attendance;
- encourage effort and achievement;
- encourage completion of homework and return it to school;
- provide the right conditions for homework to take place;
- hand in homework on time;

### **National Curriculum Subjects 2014**

Phase	Core			Foundation							
	Eng.	Mathematics	Science	Art & Design	Computing	Design & Technology	Geography	History	Music	P.E.	Languages
KS1	•	•	•	•	•	•	•	•	•	•	
KS2	•	•	•	•	•	•	•	•	•	•	•

### **Programmes of Study**

Subjects	Purpose of study	Aims	Spoken Language	School Curriculum	Attainment Targets	Reading	Writing	Spelling, Vocabulary, Grammar, Punctuation & Glossary	ICT	Scientific Knowledge & Conceptual Understanding	Nature, Processes & Methods of Science

## Northern Parade Schools

English	.	.	.	.	.	.	.	.	x	x	x
Mathematics	.	.	.	.	.	.	.	.	.	x	x
Science	.	.	.	.	.	.	.	.	.	.	.
Foundation	.	.	x	x	.	x	x	x	x	x	x

### Timetable

Class timetables provide details of time allocations to each subject.

### Planning

Long, medium and short term planning is in place for all subjects.

### Monitoring

Standards will be monitored by:

- looking at pupils work
- subject drop-ins
- pupil discussions
- audit of subjects
- scrutiny of planning
- general curriculum discussions

Monitoring will be undertaken by subject coordinators and members of the Senior Leadership Team.

### Topic Work

Geography, History, Science, ICT, PSHE and C, Art and DT will be taught as topics with possible links to Music and RE.

### Educational Visit and Visitors

- We actively encourage educational visits to link in with topic work.
- Invited speakers will enhance the experiences of the children.

### Equal Opportunities

- We aim to promote an awareness of and respect for a diversity of cultures, values, beliefs and abilities.
- We look for ways to encourage both boys and girls in all subject areas.
- By careful monitoring we encourage those underachieving in certain areas.

### Special Needs

Teachers' planning caters for the wide ability range by including differentiated opportunities in order for all children to make progress

### Raising Awareness of this Policy

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We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops

### Training

All school personnel:

- have equal chances of training, career development and promotion
- receive training on this policy on induction which specifically covers:
  - National Curriculum programmes of study and attainment targets for all subjects
  - teaching and learning
  - planning
  - assessment
  - key skills
- receive periodic training so that they are kept up to date with new information

### Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

### Linked Policies

▪ Teaching and Learning	▪ Assessment
▪ Equality	▪ More Able, Gifted and Talented Children

<b>Headteacher:</b>		<b>Date:</b>	
<b>Chair of Governing Body:</b>		<b>Date:</b>	