

Brownsover Community School

Curriculum Policy



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Prepared By	Elisa Basnett
Acknowledgement(s)	All staff
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Document history

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1	Jan 2013	
1.1	Jan 2015	Update to new NC reference & weblink added. Update to single inclusion policy reference (previously equal opps). Update to policy references.
1.2	May 2017	Update & check

Approvals

Role	Name	Signature / Approval	Date
Headteacher	E. Basnett	yes	May 2017
Governors - Full Governing Body			
Governors - Performance & Standards Committee	K. Awang		
Governors - Chair of Governors	H. Owens		
Governor			

Reviewers

Role	Name
Headteacher	Elisa Basnett
Governors	P&S Committee: KA, EB, SH, MW, JH, PGS, MM

Distribution for Information

Role	Name

Curriculum Policy

Introduction

At Brownsover our vision is for children to be “Happy to learn, share and play”. By this we mean that the children will be emotionally secure and enjoy learning. They will be engaged and motivated to learn and that they will all fulfil their potential.

This policy should be read alongside individual subject policies, Single Equality Policy (O8), Collective Worship Policy (C2), Sex and Relationship Education Policy (O27) and the Special Educational Needs Policy (C20).

Aims

The school curriculum has several aims:

- to provide opportunities for all pupils to learn and achieve to their full potential
- to ensure that the pupils enjoy their learning and will become lifelong learners
- to promote pupils’ spiritual, emotional, moral, social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

These aims are reflected in Section 78 of the Education Act 2002, which requires all maintained schools to provide a balanced and broad-based curriculum to meet these aims

Statutory Duty

From September 2008 it became mandatory for all schools to deliver the EYFS to young children. All pupils follow the EYFS curriculum from the age of 3- 5 years (Nursery and Reception classes). At the age of 5, during Year 1, the children are required to follow the National Curriculum. The current version of the National Curriculum came into effect from September 2014. This is further clarified in Section 78 of the Education Act 2002. <https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4/the-national-curriculum-in-england-framework-for-key-stages-1-to-4>

The National Curriculum secures for all pupils, irrespective of social background, culture, race, gender and differences in ability and disabilities, a right to a number of areas of learning and to develop the knowledge, understanding, skills and attitudes necessary for their self-fulfillment and development as active and responsible citizens. It also sets out expectations for learning and attainment for the benefit of pupils, parents, teachers, governors, employers and the public, and establishes national standards for the performance of all pupils in the subjects that it includes.

In addition, the National Curriculum has an overarching statutory inclusion statement. This outlines how teachers can modify, as necessary, the national curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. It requires teachers to have due regard to the three principles that are essential to developing a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

In addition to EYFS and the National Curriculum, maintained schools are required to teach Religious Education (RE), collective worship (See Collective Worship Policy) and Sex and Relationship Education (SRE).

Objectives

Brownsover Community School believes that the school curriculum should encourage the highest principles of equality of opportunity, spiritual and moral development and physical and mental development. (See O8 Single Equality Policy)

Our curriculum should reflect the diverse society in which we live and give the children the opportunity to engage with a rapidly changing world. We encourage our children to think creatively and critically, to solve problems and to make a difference. Through the curriculum the children have the opportunity to experiment and to take risks in a supportive, safe environment thereby encouraging innovation. They also learn how to keep themselves and others safe and are introduced to the principles of a healthy lifestyle.

The curriculum encourages respect for themselves and for other's beliefs and lifestyles, and promotes self esteem. We want our children to grow into responsible, independent adults who will contribute positively to their communities and who have an understanding of both rights and the responsibilities these bring.

Staff at Brownsover, understand that children learn in different ways and at different stages in their lives and our curriculum is underpinned by research into learning styles and thinking skills and progressively builds on children's experiences. The curriculum framework is planned so that children can make meaningful links between subjects and previous knowledge – skills developed in one subject can be used in another. Learning intentions and expectations are explicit and differentiated for all aspects of the curriculum, ensuring we can meet the learning needs of all pupils in all school. Targets are set for improvement, progress is measured and performance compared between individuals, groups and school.

Monitoring and Review

Responsibility for the curriculum is shared between the staff, the headteacher, the governing body, LA and the Secretary of State for Education.