



CURRICULUM POLICIES

CURRICULUM POLICY: DRAFT

Reviewed by Leadership and Achievement Committee	19/ 01 /17
Agreed by Governing Body	
Date of review	Annually

Minchinhampton Primary Academy

Curriculum Policy

Our Vision Statement

'Pupils with a love of learning who care about others'

Aims -we are committed to creative learning which:-

- demands a willingness to embrace open-ended outcomes, challenge and risk;
- helps to equip young people with the skills, ability, confidence and attitudes to enable them to work creatively and to transfer and apply knowledge in different contexts
- encourages a growth mindset
- encourages creative, critical and reflective thinking;
- produces excited, enthusiastic, independent, enquiry-driven learners;
- fosters a life-long love of learning,
- allows for everyone to achieve their potential and exceed their expectations.

As an academy we are committed to:-

- teach the 2014 National Curriculum and religious education to pupils
- teach about drugs as per the science element of the 2014 National Curriculum
- providing a daily act of collective worship
- avoiding political bias
- making provision for pupils with special educational needs
- deciding whether to disapply aspects of the curriculum to provide more time for other aspects such as the work-related curriculum or basic skills
- promoting equality of opportunity and to promote good relations between persons of different racial groups.
- promoting equality of opportunity for disabled persons and eliminate unlawful discrimination.
- promoting pupils' spiritual, moral, social and cultural development.
- establishing procedures for dealing with complaints

Roles and responsibilities of Head teacher, other staff and governors

The **Head teacher** will ensure that:

- all statutory 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. This will include how the subject will be taught and assessed, the use of language (reading, writing, speaking and listening) and the use of computing.
- the amount of time provided for teaching the curriculum follows guidelines and is reviewed by the Leadership and Achievement Committee.

- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum.
- the procedures for assessment meet all legal requirements. Pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with national expectations, and what is required to help them improve.
- the governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum.
- the governing body is advised on statutory targets in order to make informed decisions.
- reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended.

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

The **governing body** will ensure that:

- progress towards annual statutory targets is monitored
- progress of vulnerable groups is monitored closely
- it participates actively in decision-making about the breadth and balance of the curriculum.
- it considers the advice of the Head teacher when approving this curriculum policy and when setting statutory and non-statutory targets.
- political issues are always presented to pupils in a balanced way.
- ensures that parents are consulted on any Sex and Relationships Education programme.

The governing body will receive updates on the curriculum from the Head teacher and subject leaders on:

- the standards reached in each subject, by every year group, against national averages and similar schools.
- the standards achieved at the end of each key stage by all key groups of pupils, compared with national and local benchmarks.
- the standards achieved by pupils with special educational needs
- the number of pupils for whom the curriculum was disapplied, the arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils.
- the evidence of the impact of involvement in national and local projects and initiatives on standards.
- the view of staff about the action required to improve standards
- the nature of any parental complaints.

Reviewed: Spring 2017

Review: Annually

