Curriculum policy

Beacon Independent School

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**History of Policy Changes/Review**

Author: John Page

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# 1. Curriculum aims

Our curriculum aims/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 employment
* Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
* Support pupils’ spiritual, moral, social and cultural development
* Support pupils’ physical 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
* Provide subject choices that support pupils’ learning and progression, and enable them to work towards achieving their goals
* Provide a broad curriculum prioritising a strong academic core of subjects
* Develop pupils’ independent learning skills and resilience, to equip them for further/higher education and employment
* Promote the learning and development of our youngest children and ensure they are ready for Post-16 (education, employment or training)
* Our curriculum has been designed to promote strong teaching based on, and reflecting on, the ages, aptitudes and needs of all our pupils.

These curriculum aims are underpinned by our values:

* Our school values effective teamwork, so our curriculum provides plenty of opportunities for collaborative working
* Our school values the importance of diversity and respect, so our curriculum promotes cooperation and represents diverse voices

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# 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](https://www.gov.uk/government/collections/national-curriculum).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and [Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/part/6/chapter/1).

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) and [Equality Act 2010](http://www.legislation.gov.uk/ukpga/2010/15/part/6/chapter/1), and refers to curriculum-related expectations of governing boards set out in the Department for Education’s [Governance Handbook](https://www.gov.uk/government/publications/governance-handbook).

# 3. Roles and responsibilities

3.1 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.
* The school’s procedures for assessment meet all legal requirements.
* Proper provision is in place for pupils with different abilities and needs, including children with SEN.

3.2 Other staff

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

# Our member of staff for Teaching and Learning, Louise Page will have specific responsibility for the curriculum, this will be cascaded down to all teaching and learning staff with appropriate training.

# 4. Organisation and planning

* Our curriculum covers a set of subjects that ensure the children in our setting cover the key aspects of the National Curriculum
* Subjects are divided into topics, which integrate with other subjects
* Our curriculum covers the following within our Scheme of Learning:
  + Relationships and sex education, and health education
  + Spiritual, moral, social and cultural development
  + British values and protected characteristics
  + Careers guidance
* We have a whole school, week by week curriculum for all subjects and levels.
* Teachers differentiate based on age, aptitude, and needs. This is done through individualised planning to meet the needs of all our students.

# 5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment 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 SEN
* Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every timetabled subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

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 SEND policy.

# 6. Monitoring arrangements

Head of teaching and learning will monitor the way each subject is taught throughout the school and:

* To monitor the teaching and learning there will be learning walks, book and marking scrutiny and regular training for teaching staff
* All teaching and learning staff have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the Headteacher and the teaching and learning lead. At every review, the policy will be shared with the full school.

# 7. Links with other policies

This policy links to the following policies and procedures:

* Assessment policy
* SEND policy