Curriculum Policy

This policy should be read in conjunction with:

- Curriculum Intent, Implementation and Impact
- GDF Assessment and Marking Policy

Introduction

At Graduately Developing Futures (GDF) we are committed to developing the full potential of all our pupils enabling them to become well rounded, empathetic young people who have a genuine thirst for learning.

The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. This includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. This also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Values

Our school community is built upon the following values: respect, perseverance, kindness, trust and valuing diversity.

These values guide our curriculum and drive our core purpose to educate children in the knowledge and skills needed to achieve their true potential. We believe our students should be equipped to become:

- ✓ Successful learners with good qualifications and motivated to enhance their knowledge and skills to reach their full potential. We will provide a bespoke curriculum, resources, environment, strategies and expertise to do this;
- ✓ Self-confident individuals who can make informed decisions and communicate them based on their values and beliefs. Developing their individual talents and abilities with confidence and enjoyment;
- ✓ Responsible citizens who respect others and take part responsibly in political, economic, social and cultural life;
- ✓ Effective contributors with a positive attitude who can lead or work in a team to meet the challenges of the 21st Century.

Aims and Objectives

The aims of our school are:

- To enable all children to learn and develop skills that will be required in daily life.
- To promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning.
- To teach children the basic skills of Literacy, Numeracy and Information Technology.
- To enable children to be creative and to develop their own thinking.
- To teach children about the developing world, including how their own environment and society has changed over time.
- To help children understand Britain's cultural heritage and become its positive citizens.
- To teach children to understand right from wrong.
- To help understand the importance of truth and fairness.

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- To enable children to have respect for themselves and others, be able to live and work co-operatively and develop a commitment to equal opportunities.

The fundamental principle for learning at GDF is to establish strong relationships built on trust with the children, nurturing their self-confidence and allowing them to extend the boundaries of which they believe they are capable. The GDF curriculum has an adaptable approach which allows it to respond to the varying and challenging needs of each child.

Running throughout this curriculum is the essential reliance on the Spiritual, Moral, Social and Cultural values (British Values) which underpin and inform both teaching and pupil learning.

Organisation and Planning

We plan our curriculum in three phases.

- **Long-Term Plan** which is an overview of content for the academic year. This plan indicates what topic is to be taught in each term. We review our long-term plan on an annual basis.

- **Medium Term Plans** break down of each topic into half-termly overviews for all subjects. These plans include the '*I can'* statements which are built around curriculum progression.

- **Short Term Plans** are those that our teachers write on a weekly basis. We use these to set our learning objectives for each session and to identify the resources and activities we going to use in the lesson. The short-term plans are effective working documents. Teachers amend the plans in light of the work completed that day and make reflective notes to inform future planning in English and Maths.

Over three terms of the academic year, each child will have the opportunity to experience the full range of National Curriculum subjects.

Inclusion

We aim to be an effective school in which all pupils, whatever their educational needs or personal circumstances, experience a curriculum that is fully inclusive. We offer a curriculum that is broad, balanced and that provides effective opportunities for all children to learn and achieve their true potential.
We use key principles that relate to how teachers plan and teach the curriculum through:

- Setting suitable learning challenges
- Responding to pupils diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.

We have high expectations of all our children in an educational, social and behavioural capacity.
We aim to provide positive role models.

PHSE and Citizenship

PHSE plays a valuable and essential part in the development of the whole child. PHSE provides opportunities for pupils to explore personal issues and to confront sensitive matters such as bullying, racism and sexism. Social and communication time is a valuable part of each classroom and facilitates pupils' exploration of the ideas linked with these issues in a non-threatening manner.

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The role of the Subject Leader

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject
- Support and offer advice to colleagues on issues related to the subject
- Monitor pupil progress in that subject area
- Provide efficient resource management for the school

It is the role of the subject leader to keep up to date with their developments in their subject, at both national and local level. They review the way the subject is being taught in the school and plan for improvement. Each subject leader reviews the curriculum plans for their subject; ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

Monitoring and review

Our Governing Body's curriculum committee is responsible for monitoring the way school curriculum is implemented. This committee reviews each subject area in its cycle of review and development.

Subject leaders and the Principal monitor the quality of teaching and learning throughout the school. They examine long-term and medium-term planning and ensure that appropriate teaching strategies are used. Subject leaders also have the responsibility for monitoring the way in which resources are stored and managed.

Equal Opportunities

All children, regardless of gender, race or disability are given full access to our curriculum (see Equal Opportunities Policy).

Assessment

The school has policies for Assessment, Monitoring and Marking.

Reporting on Attainment

All work carried out by the children is monitored and evaluated. A written school report is made available to parents at the end of the summer term. Parents are invited to Parent/Teacher Consultation meetings in the autumn, spring and summer terms. The Governing Body receives regular reports on the children's attainment. Parents receive regular daily feedback via Dojo.

Review of Policy

This policy is a statement of aims and principles relating to the school's curriculum. It will be reviewed annually.

Next review date 01.09.2027

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