

CURRICULUM

Status

Statutory

Purpose

“At Thorndown, we value and respect everyone in our community and work as a team to:

- *Provide learning experiences which support and inspire high achievement for all*
- *Ensure a caring, safe and welcoming environment*
- *Promote co-operative and responsible attitudes to make a positive contribution*
- *Actively encourage independence and confidence to thrive in a changing world*

Happy, Health, High Achievers”

Who/what was consulted?

Consultation was with staff and governors. Current national guidelines informed the policy.

Relationship to other policies

The school policy on the curriculum closely links with policies and procedures for admissions, assessment, charging, collective worship, drugs, equality, health and safety, homework, lettings, nutritional standards, performance management, school visits, SEN, sex education, staff discipline, and teaching and learning.

Roles and responsibilities of headteacher, other staff, governors

The **headteacher** 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 information and communications technology
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually
- 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, and pupils and their parents/carers receive information to show how much progress the pupils are making, how they compare with school or 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.

It is the responsibility of the headteacher to ensure that 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:

- it considers the advice of the headteacher when approving this curriculum policy and when setting statutory and non-statutory targets
- progress towards targets is monitored
- National Curriculum test and teacher assessment results are published and progress towards meeting agreed targets is described
- parents and carers receive timely reports on the progress of their child against clearly defined expectations
- it participates actively in decision-making about the breadth and balance of the curriculum
- staff understand that political issues must be presented to pupils in a balanced way.

Arrangements for monitoring and evaluation

The governing body will receive an annual report from the headteacher on:

- the standards reached in English/Maths and Science by every year group, against national averages and similar schools
- the standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks
- the standards achieved by pupils with special educational needs and groups deemed to be vulnerable
- 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 external intervention and support and national strategies on standards
- the views of staff about the action required to improve standards
- the nature of any parental complaints.

Date established by governing body: 7th March 2012

Date for full implementation: 1st September 2011

Date for review: Spring Term 2014