

Abbeyfield  
School



## **CURRICULUM POLICY**

<b>Status:</b>	<b>Approved</b>
<b>Approved by:</b>	<b>Quality of Education Committee</b>
<b>Author:</b>	<b>Headteacher</b>
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# 1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- 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
- Promote British values and guard against radicalisation.
- 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, with high expectations for every pupil and appropriate levels of challenge and support
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment
- Be enriched by the provision of a wide range of extra-curricular activities.

## 2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

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## 3. Roles and responsibilities

### 3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### 3.2 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 and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

### 3.3 Other staff

Heads of Department will ensure that their curriculum is implemented in accordance with this policy.

The SENCo will ensure that students with additional needs are well catered for and monitored closely.

## 4. Organisation and planning

The curriculum is taught in a two-week timetable cycle with 50 one hour lessons. The school day is made up of five lessons, one 25 minute break and a 45 minute lunch break.

Yr 7-9 follow a 'Mastery Curriculum'. We assess students' progress throughout the key stage using a bespoke assessment system that clearly informs us about what our students can do.

The curriculum is mapped so that students' learning from Year 7-9 ensures they are all stretched and challenged and ready to start a package of GCSE courses at the end of year 9. The curriculum has a strong focus on developing skills in learners as well as ensuring mastery of key knowledge in all subjects.

- Sex and relationship education is covered through PSHE – see *PSHE policy*
- Spiritual, moral, social and cultural development is covered throughout the curriculum in all lessons.
- British values are covered through PSHE and throughout the wider curriculum.
- Careers guidance – see *Careers policy*

## 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 National Curriculum 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 statement of equality information and objectives, and in our SEN policy and information report.

## **6. Curriculum complaints**

All complaints regarding the curriculum structure, or decisions concerning the application of the curriculum, shall be dealt with according to the school's complaints' procedure.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- *Learning and Teaching* policy
- SEND policy
- Equality information and objectives

## **8. Review**

This policy will be reviewed every 2 years. At every review, the policy will be shared with the full governing board.