



BROOKE HILL ACADEMY TRUST

Curriculum Policy

This policy is reviewed biennially by the governing body, and was last reviewed on:-

October 2018

Signature

A handwritten signature in cursive script, appearing to read 'S. Milner', is written in black ink.

(Chair of Brooke Hill Academy Trust)

Print Name : Sharon Milner

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Introduction

This policy is an agreed School Statement of the aims and principles of the curriculum at all schools within Brooke Hill Academy Trust. We provide an all-round education, offering opportunities for children to develop academic, social, sporting and creative skills in a caring and supportive environment. The curriculum is all the planned activities which we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the curriculum guarantees that we as a school provide to develop the independence and responsibility of all of our pupils. We ensure that all children have a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. We aim to teach our pupils how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their full potential.

Rationale

At Brooke Hill Academy Trust, we believe that every child has an innate capacity for learning which should be nurtured, cared for, stimulated, harnessed, promoted and developed through the provision of an exciting, creative, relevant, and challenging curriculum.

Our curriculum is planned to ensure that every child has the opportunity to develop:

- Socially, emotionally, intellectually, physically, spiritually, morally, culturally
- Positive attitudes, healthy relationships and essential life and work skills
- The ability to make informed choices, gaining experiences and developing responsibilities for their future
- Independent learning techniques

Aims

At Brooke Hill Academy Trust, we believe the curriculum should enable all pupils to become:

- Successful, independent and resilient learners
- Confident individuals
- Responsible citizens

We aim to provide a curriculum for all pupils which:

1. meets current statutory legislation (National Curriculum) and promotes *Every Child Matters (ECM)*
2. reflects the Schools' core values
3. focuses upon developing pupils:
 - a. attitudes and attributes
 - b. key skills
 - c. knowledge and understanding
4. is planned and co-ordinated, linking our Learning Values, Attitudes and Key Skills to provide a rich broad learning experience
5. is inclusive, provides equality of opportunity and promotes personalised learning reflecting pupils' needs, interests, learning styles and access to a range of varied experiences, resources and organisation
6. sets high standards, with teaching staff providing appropriate challenge and support to enable pupils to maximise their potential
7. promotes high achievement, quality first learning, raising aspirations and the commitment to lifelong learning

8. is monitored, reviewed and evaluated regularly to ensure that:
- a. highest standards and quality of learning are achieved
 - b. it reflects and responds to the children's needs and context
 - c. it continues to match and support the school's organisation, purpose and direction (School Improvement Plan)

How we achieve our Aims

Curriculum Organisation

Curriculum Planning

We meet statutory legislation and promote ECM by:

- Planning a curriculum with EYFS that works towards the Early Learning Goals from the Foundation Stage, Year 1 – Year 6 working from National Curriculum
- Providing policy statements for PSHE, British Values, Sex and Relationships Education, Collective Worship and RE
- Providing appropriate Assessment, Recording and Reporting arrangements
- Ensuring that vulnerable pupils (e.g. SEND/LAC/more able, gifted and talented) have access to opportunities, learning and resources.

A topic framework provides an outline of the long-term provision for whole School based on a two year rolling programme. It is devised using the National Curriculum, PSHE & SEAL resources. This ensures continuity and progression for the children as they progress through the School irrespective of the class/year.

Assessment

Assessment is integral to effective teaching and learning – it informs future planning and promoting high standards within a broad and engaging curriculum. Schools' Procedures and practices for Assessment and Target Setting facilitate pupils with the support, challenge and opportunities to achieve their individual targets, interests and personalised learning.

Staff will use ongoing 'Assessment for Learning' techniques in every lesson and use this formative assessment to adapt lessons to meet the learners' needs accordingly. Planning will be guided by assessments made and use of, for example, 'Gap Analysis' to identify individuals in need of additional support.

Summative assessment weeks will be planned in each term and are scheduled on 'Assessment Overviews' for core subjects. Teachers will use testing and teacher assessments to make judgements about pupil attainment and progress will be tracked using the schools' tracking system 'Target Tracker'.

Monitoring and Evaluation

The purpose of monitoring the curriculum is to:

- evaluate the effectiveness and appropriateness of the Schools' curriculum provision
- raising pupils standards, attainment
- ensure appropriateness and relevance for all pupils (in all Key stages)
- foster "excellence and enjoyment"
- ensure accessibility and inclusion
- Ensure manageability
- Provide continuity for pupils' learning
- Support, identify and inform professional development of staff

- Identify targets and areas for development that will further develop the quality of provision

Roles and Responsibilities

The Governing Body

- Monitors the quality and effectiveness of Curriculum Provision through the Education Provision Committee Meetings, SEND Committee meetings, Head of School reports at Local Governing Body meetings and through the Executive Headteacher's report to Directors.

The Heads of Schools:

- Have the responsibility of the curriculum and delegate responsibility to staff members
- Support the work of the Leadership Team and teachers to ensure that the curriculum has progression and appropriate breadth and meets the needs of all pupils
- Ensure monitoring practices are in place, outcomes and evaluation recorded with appropriate review actions

The Head of Teaching and Learning:

- Will keep up to date with government guidance and policies and disseminate to SLT
- Support SLT with biennial curriculum reviews
- Support SLT with implementation, monitoring and evaluation of curriculum updates
- Support Curriculum Co-ordinators in their roles
- Report changes to the curriculum at Education Provision Committee Meetings

Curriculum Leaders

- Monitor and evaluate the effectiveness of the curriculum in meeting the needs of all pupils
- Evaluate practice
- Provide feedback to staff
- Identify priorities for development
- Assess outcomes in terms of pupil achievement
- Feedback and report outcomes of monitoring and future action and developments to colleagues, Head of School/Executive Headteacher and Governors

Communication

Parents are kept informed about the curriculum through regular:

- Meetings e.g. topic presentations /consultations /family learning /curriculum events or workshops
- Parents' evenings and end of year reports
- Newsletters, invitations, policies, documentation
- Updates to school websites
- End of Year Expectation documents

Governors are kept informed about the curriculum through:

- Feedback from Education Provision Committee Meetings
- Feedback from SEND Committee Meetings
- Head of School's report to each Local Governing Body
- Executive Headteacher's report to Directors

This policy statement will be reviewed biennially unless there are significant changes to National legislation.

Last updated: October 2018

Review due: September 2020