

Curriculum policy

Greater Manchester Independent School



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Approved by: Sarah Stokes Date: 01/03/23

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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.
- 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 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 the next steps of their education.
- 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, the ages, aptitudes and needs of all our pupils.

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#).

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](#).

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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 head 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)
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum.

3.2 Head of School

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
- 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

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

Our member of staff for Teaching and Learning, Neil Harrison 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 is both thematic and creative, it is based on immersive topic-based learning.
- Subjects are divided into termly or half termly 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
- We have a whole school, week by week curriculum for all subjects and levels.

- All resources are identified in the curriculum documents and links to resource folders.
- Teachers differentiate based on age, aptitude and needs.

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 SEND policy and information report.

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 head of school and the teaching and learning lead. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- SEN policy and information report
- Equality and Diversity policy