

# The Heights Primary School Policy for Curriculum

Version 1.8

**Responsible officer:** Headteacher  
**Responsible Committee:** Curriculum, Standards and Progress Committee

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## Introduction

At The Heights, we believe that the curriculum is a powerful tool that promotes a love of learning and a willingness to explore and take risks, whilst at the same time having fun. We use the National Curriculum as a starting point for a wide and varied learning experience for our children.

### 1. Curriculum aims - Intent

Our curriculum aims 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 and employment
- 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 and vocational ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide high quality remote learning where necessary

### 2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum Programmes of Study](#) which we have chosen to follow.

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 Bodies set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) Statutory Framework](#).

### 3. Roles and responsibilities

#### 3.1 The Governing Body

The Governing Body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation. The Governing Body will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is teaching a "broad and balanced curriculum" which includes English, Maths, and Science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement

- Appropriate provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- The school implements the relevant statutory assessment arrangements

### **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 Body
- Requests to withdraw children from curriculum subjects are managed where appropriate
- The school's procedures for assessment meet all legal requirements
- 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 whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEND

### **3.3 Other staff**

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

## **4. Organisation and planning- Implementation**

We plan our curriculum in three phases. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic. Our short-term plans are those that our teachers write on a weekly basis.

In the Foundation Stage, Key Stages 1 and 2 we adopt an inter-disciplinary topic approach to curriculum planning. We plan the curriculum carefully, so that there is coherence and full coverage of all aspects of the National Curriculum and early learning goals, and there is planned progression in all curriculum areas.

Over the six terms of the academic year, each child has the opportunity to experience the full range of National Curriculum subjects. See our EYFS policy for information on how our Early Years curriculum is delivered.

## **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:

- Pupils with high prior attainment
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND 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 SEND policy and information report.

## **6. Monitoring arrangements- Impact**

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through:

Regular feedback from the Headteacher and Deputy Headteacher and Key Stage Leads on:

- Lesson observations/learning walks
- Planning and book monitoring
- Progress on Curriculum focus areas on the SDP
- Meetings with the school council

## 7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality policy and action plan.

## Amendments:

Version	Date	Updated/reviewed
1.1	June 2014	First version finalised
1.2	November 2014	Updated following review at Curriculum Committee meeting.
1.3	June 2017	Updated following review at Curriculum Committee meeting.
1.4	January 2018	Updated by HT and AHT.
1.5	October 2018	Updated by HT.
1.6	December 2019	Re-write by HT, AHT and updated in line with the Ofsted key headings. Review at Full Governors meeting.
1.7	November 2020	Reviewed without change.
1.8	November 2021	Reviewed with changes.
1.8	March 2023	Reviewed – no changes