



Curriculum Policy

This policy was adopted by Governors at the meeting held on :	June 7 th 2018
Signed (Chair of Governors):	Eileen Duncan
Governing Body minute ref:	12
Date of Review:	May 2020

Roles and responsibilities of Headteacher, other staff and 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, the use of information technology and take into account the Christian ethos of the school.
- The amount of time provided for teaching the curriculum is adequate and is reviewed annually.
- 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 national, age related 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.
- Curriculum information on the school website is compliant.
- The Governing Body is advised on statutory targets in order to make informed decisions.

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 annual statutory targets is monitored.
- It participates actively in decision-making about the breadth and balance of the curriculum.
- Political issues are always presented to pupils in a balanced way.
- Arrangements for monitoring and evaluation are effective.

The Governors will receive termly reports from the Headteacher on:

- The attainment and progress achieved by pupils, including those in receipt of Pupil Premium funding, vulnerable pupils including those with Special Educational Needs or disabilities.
- The standards reached at the end of Foundation Stage, Key Stage 1 and Year 6, against national averages. (Autumn term report)
- The number of pupils with additional needs, the intervention arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils.
- The views of staff about the action required to improve standards.
- Feedback from external sources, such as a School Improvement Partner.
- The nature of any parental complaints.