



# **Curriculum Policy**

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## **1. Curriculum Intent**

At Coates Way School, we aim to inspire all our pupils. We want to prepare the pupils for whatever the future may hold. Our curriculum provides a balance of both academic and personal development through Core and Foundation subjects. We are passionate about creating a curriculum that will inspire our pupils and create a love for learning which will last a lifetime.

Our curriculum strives to prepare our pupils for the lives they hope to lead. We want our pupils to aim high, succeed in all they do and become happy, fulfilled pupils, ready to face the next stage of their education.

Our Vision for the Curriculum is to create an education framework where every child is inspired through discovery and learning, to reach their full potential, in preparation for a successful future.

We aim to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced, equipping them with sufficient knowledge and skills for 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.
- To ensure a curriculum that is inclusive to all groups, focussing on Equity, Equality, and Inclusion for all.
- 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 excellent behaviour for learning.
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support.
- Equip pupils with the knowledge and cultural capital they need to succeed in life.

## **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.

### **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 through governor visits, head teacher reports and meetings with curriculum leads.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets.
- Ensure adequate provision is made available for pupils with different abilities and needs, including pupils with special educational needs (SEN)
- The school follows 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

#### **3.2 Headteacher**

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- Enough teaching time is provided for pupils to cover the National Curriculum.
- 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.
- Where necessary, alternative arrangements and provisions are made for some pupils which may involve permanent disapplication from all or part of the National Curriculum
- They manage requests to withdraw pupils 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 to make informed decisions.
- Adequate and legal provision is in place for pupils with different abilities and needs, including pupils with SEN.

#### **3.3 Other staff**

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

Members of the SLT lead by the Assistant Headteacher for Curriculum, Teaching and Learning, will ensure that the curriculum is regularly reviewed and a focus of staff meetings and CPD.

Subject Leaders complete a Subject Self Evaluation and produce annual action plans to improve standards in their subjects.

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject.
- They disseminate changes in policy and procedures to colleagues.
- Support and offer advice to colleagues on issues related to the subject.
- Monitoring and evaluating their subject
- Ensure resources are available for the subject.
- Feedback to governors when required to
- Act on the subject evaluation and action plan, ensuring all staff undertake the priorities in the subject.

- Enthuse and inspire colleagues about their subject.

#### **4. Organisation and planning**

Our Curriculum is designed to meet the needs of all our pupils, in our own school context. Our curriculum is skills and knowledge based through discrete subjects.

Our Curriculum Context:

- Our pupils are from the local area of Garston, Watford
- Pupils are diverse and originate from a variety of ethnic backgrounds.
- We are proud of our enriched Curriculum. We provide the pupils with opportunities to participate in activities, trips and events that meet the needs of our current cohorts of pupils.
- To support the pupils in their PE and sports development, we ensure we do lots of extracurricular clubs and make use of learning outside the classroom opportunities.
- We make sure we add excitement and challenges through our cross curricular weeks, art days, and science days, as well as many visitors to enrich the curriculum. For example, Ancient Egyptian day visitors.

In addition to following the National Curriculum we discuss where possible with the pupils what they want to

learn about. We consider our context as well as big tricky questions, ensuring we create a curriculum for all, e.g., by teaching about British Values and by de-colonising the curriculum.

In addition, we plan how we can incorporate golden threads that permeate all areas of the curriculum.

Golden threads – Our Hidden Curriculum

- Equity, Equality and Inclusion
- Global Citizen
- Local community / Learning Environment
- Sustainability

There is a subject specific appendix on our website for each subject with details how subjects are designed, delivered and sequenced. Further details are arranged within our curriculum overviews.

## **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 SEND
- Pupils with English as an additional language (EAL) and pupils who are new to the country.

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 Inclusion policy and information report.

## **6. Monitoring arrangements**

Planning is monitored by the SLT (Lead by the Assistant Head teacher for Curriculum, Teaching and Learning to ensure that it is current and used as a working document with to ensure that planning is personalized to the pupils.

The SLT and subject leaders carry out book looks, work and planning scrutiny and learning environment walks to ensure clear progression is evident in books and pupils are able to retrieve and remember more.

Monitoring checks that pupils receive consistent and developmental feedback on their work in line with the school's feedback policy. The SLT and subject leaders conduct learning walks throughout the year, to ensure there is a broad and balanced curriculum being delivered to the pupils. SLT and subject leaders feedback to individuals about their monitoring so that strengths can be shared amongst staff and development points acted upon.