



Respect, Believe, Succeed

In all that we do, our core values and virtues along with the school's Christian vision; Respect, Believe, Succeed, will be our guide.

Policy – Curriculum

Date of Governing body ratification – September 2018

Date for Re-ratification – September 2019

Signed – (Chair of Governors)

Our Values

Year A – 2018/19

Trust	My God is my strength in whom I trust (<i>Psalm 18.2</i>)
Compassion	Clothe yourself with compassion, kindness, humility, gentleness and patience (<i>Colossians 3.12</i>)
Courage	Be strong and courageous, do not be frightened or dismayed for the lord your god will be with you everywhere you go (<i>Joshua 1.9</i>)
Forgiveness	Just as the lord has forgiven you, so you must also forgive others (<i>Colossians 3.13</i>)
Friendship	Encourage one another and build each other up (<i>1 Thessalonians 5.11</i>)
Respect	Do to others as you would have them do to you (<i>Matthew 7.12</i>)

Year B

Thankfulness -
Generosity
Perseverance
Justice
Service
Truthfulness

THE FEDERATION OF CULWORTH & BODDINGTON CofE PRIMARY ACADEMIES

Curriculum Policy 2015

Purpose

"We believe that learning is an enjoyable, lifelong process through which everyone can achieve their potential and exceed their expectations. We will challenge and support our pupils to do their very best by providing an extensive range of learning experiences beyond the statutory requirement."

Relationship to other policies

The federation's policy on the curriculum embraces policies and procedures for admission, assessment, charging, worship, drug education, equality, health and safety, homework, income, whole school food, performance management, school visits, SEN, sex education, staff conduct, discipline and grievance, and teaching and learning.

Roles and responsibilities of headteacher, other staff, governors

The **headteacher** will ensure that:

- all statutory elements of the curriculum, and those subjects which the federation chooses to offer, have aims and objectives which reflect the aims of the federation 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 (reading, writing, speaking and listening), and the use of information and communications technology
- the amount of time provided for teaching the curriculum is adequate and is reviewed by the governors annually
- where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from the National Curriculum
- 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 school or national 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
- the governing body is advised on statutory targets in order to make informed decisions.

It is the responsibility of the headteacher to ensure that reference is made to this policy in other associated policies, and, where changes are made to this policy, all other school policies and procedures are checked/amended.

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
- National Curriculum test and teacher assessment results are published in the school profile [*in England*], and progress towards meeting agreed targets is described
- parents and carers receive timely reports on the progress of their child against clearly defined expectations
- it participates actively in decision-making about the breadth and balance of the curriculum
- staff understand that political issues must be presented to pupils in a balanced way.

Arrangements for monitoring and evaluation

The governing body will receive an annual report from the headteacher on:

- the standards reached in each subject or groups of subjects, by every year group, against national averages and similar schools
- the standards achieved at the end of each key stage by gender and ethnicity, compared with national and local benchmarks
- the standards achieved by pupils with special educational needs and groups deemed to be vulnerable
- the number of pupils for whom the curriculum was disapplied, the arrangements which were made, how pupils and parents were informed, how progress was monitored, the progress made by those pupils
- the evidence of the impact of external intervention and support and national strategies on standards
- the views of staff about the action required to improve standards
- the nature of any parental complaints.