



# *Curriculum Policy*

In this policy any reference to Halton School includes Halton Pre-School

Adopted by Full Governing Body

*September 2024*

Date of Next Review

*September 2025*

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## 1. Aims

Halton combines community, family and school. Our curriculum is built on quality and pride to cultivate a love of learning and enable children to find their voice.

We aim to:

- Provide a broad, balanced and stimulating curriculum
- Set high expectations for all pupils, recognising individual strengths and areas for development
- Provide challenging, experience-based learning and a range of extracurricular activities
- Enable pupils to develop knowledge, understand concepts and acquire skills and be able to use and apply these in relevant situations
- Promote a positive attitude towards learning and encourage children to be proactive learners
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development, help them develop responsibility for their own health, and enable them to be active
- Promote the learning and development of our youngest children in Pre-school and foundation stage, ensuring they are ready for the next stage in their learning journey.

## 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](#).

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 board**

The governing board will monitor the effectiveness of this policy and hold the headteacher 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
- 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:

- 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
- Where appropriate, the individual needs of pupils are met by adaptations to all or part of the National Curriculum
- They manage requests to withdraw children 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 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**

Teaching staff will ensure that the school curriculum is implemented in accordance with this policy. All teaching staff will have an area of curriculum responsibility; they will be responsible for developing, monitoring and evaluating the intent, implementation and impact of their subject area.

Senior Leaders are responsible for monitoring the implementation of the curriculum within their Key Stage. (Deputy Headteacher to lead EYFS/KS1, Lead teacher to lead KS2).

## **4. Organisation and planning**

The curriculum is largely topic based with one topic per term for classes in KS1 and KS2. Reading, spelling and mathematical skills are taught alongside the topics, besides curriculum subjects that may need to be taught discretely rather than manufacturing a false 'link'.

We aim to deliver a relevant, ambitious curriculum that interests and enthuses our pupils. We need our curriculum to be engaging so that mobile pupils are quickly 'hooked' and are given a new perspective even if they have covered a topic in previous schools. A primary concern is for the experiences and activities to create a stimulus, audience and reason for speaking, reading and writing. A lively and interesting curriculum with a variety of experiences aims to develop in children a positive attitude to school and work, and learning of knowledge and skills that will 'stick'.

Progression within subjects to be carefully planned and monitored by the teaching staff and the subject leaders. "Why this? / Why now?" to be used to aid clarity of lesson sequences.

Each subject has a document covering intent, implementation and impact; skills are mapped across each year group to ensure coverage and progression and appropriate medium-term and long-term planning is evaluated by the Leadership Team and Subject Leaders to ensure relevance, coverage and resourcing.

The teaching of vocabulary is a focus in all curriculum areas to give the children the tools to articulate and reflect on their learning and personal development.

Halton values change each half term and sit alongside the core British values; pupils are encouraged to have 'pride in the badge' and to be an active part of the community. The curriculum gives pupils the opportunity to explore values, beliefs, moral concepts and different cultures.

Although the staff consider groups when teaching, we have an individualised approach for all pupils. At whatever point they join and whatever point they leave, we work to ensure that pupils are ready for the next steps in their learning journey.

As of September 2020, the teaching of Relationships and Sex Education (RSE) is mandatory in all schools. RSE is taught via a planned scheme of work and delivered within a moral framework which stresses personal responsibility, respect for themselves and others and the importance of family life. The programme will respect individual differences and will endeavour to promote those values of respect, positive self-esteem, self-respect and care for others. See our [RSE policy](#) for further information.

See our [EYFS policy](#) for information on how our early years curriculum is delivered.

## **5. Inclusion**

Diversity is valued as a rich resource, which supports the learning of all. At Halton School we recognise every child's right to a broad, balanced, relevant and challenging curriculum which is appropriate to their individual abilities, talents and personal qualities. High quality teaching is

provided and differentiated to meet the needs of the majority of children. Some children will need something additional to and different from what is provided for the majority of children; this is special educational provision and we will use our best endeavours to ensure that effective and appropriate provision is made for all those who need it.

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 pupil progress.

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 support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and report.

## **6. Monitoring arrangements**

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through the teaching and learning committee, school visits, pupil voice and link governors.

Subject leaders monitor the way their subject is taught throughout the school through learning walks, planning scrutinies and book scrutinies. Each subject leader has an action plan, which is reviewed termly. Subject leaders will monitor their subjects within groups to ensure a greater level of scrutiny. One staff meeting every four weeks will be allocated for subject leadership.

Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every two years by the leadership team. At every review, the policy will be shared with teachers and the full governing board.

## **7. Links with other policies**

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy

- SEN policy and information report
- Equality information and objectives
- PSHE policy
- SRE policy