



# Curriculum Policy

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## **Version Control**

<b><u>Ver.</u></b>	<b><u>Date</u></b>	<b><u>Comment</u></b>
1	September 2023	Initial document

This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review to reflect changes in legislation, statutory guidance, or best practice (where appropriate).

## Contents

1. Curriculum aims .....	4
2. Legislation and guidance .....	4
3. Roles and responsibilities .....	4
3.1. The Board of Trustees .....	4
3.2. Head .....	5
3.3. Other staff .....	5
4. Organisation and planning .....	5
5. Inclusion .....	6
6. Monitoring arrangements .....	7
7. Links with other policies .....	7

## 1. Curriculum aims

Our curriculum aims and intentions are laid out in full in our adjacent curriculum document, this document provides the most up to date policy references for legislation and appropriate links.

These curriculum aims are underpinned by our values:

- Inclusion – a voice for everyone and everyone is heard
- Focus – children and young people at the core of all we do
- Collaboration – together we are stronger
- Quality – excellence through innovation, creativity and continuous improvement
- Integrity – transparency and fairness in all we do

## 2. Legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#).

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

This policy complies with our funding agreement and articles of association.

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 Board of Trustees

The Board of Trustees (the Board) will monitor the effectiveness of this policy and hold the Head<sup>1</sup> to account for its implementation.

The Board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, science and (subject to providing the right to withdraw) religious education, and enough teaching time is provided for pupils to cover the requirements of the funding agreement

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<sup>1</sup> For the purposes of this policy, Head refers to Head of School, Headteacher or Executive Head as appropriate

- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils below the age of 19 that lead to qualifications, such as GCSEs and A-levels, are approved by the secretary of state
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- Pupils from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced

### **3.2. Head**

The Head 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
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The Board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The 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**

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

## **4. Organisation and planning**

- Our curriculum approach is a thematic one providing a central theme each term in which learners can more easily make links across their subjects and the wider world.
- The curriculum is a tiered one; pre-formal, semi-formal and formal learning respectively these tiers are for our least able through to our most able pupils; for the most able pupils the curriculum will be driven through the National Curriculum and or the exam syllabuses to support delivery in KS 4. Whilst at P-16 pupils have an individual planned curriculum in order to make the next step beyond School.

- Teachers will deliver and plan for learning from the previous learning that pupils have achieved; for subjects such as literacy, RSE & numeracy there will be a specific pattern of learning set out within the subject policies.
- Relationships and health education for primary aged pupils is taught in an age and ability specific way; this sequence is laid out in the RSE&H Policy, for some pupils this may mean relearning and or learning at specific times when young people come across a particular issue
- Relationships and sex education, and health education (secondary schools) primary aged pupils is taught in an age and ability specific way; this sequence is laid out in the RSE&H Policy, for some pupils this may mean relearning and or learning at specific times when young people come across a particular issue
- Spiritual, moral, social and cultural development is taught across all areas of school life and includes RE and understanding those communities that surround us and link to our school in the wider world. The School teaches RE through thematic days so that pupils can be linked with a particular culture and its religious beliefs.
- British values is taught across all areas of school life
- Careers Guidance is available informally from year 7, and an independent advisor will support pupils from year 9, with a reference starting point being the young person's EHCP. Pupil's from year 7 will have the opportunity to experience the world of work – for some pupils this will include independent work placements for others this will be supported with school staff.
- Subject leadership groups are responsible for mapping and planning for subjects, so that class teachers can plan on a termly basis for their classes and the pupils within these classes.

See our EYFS policy for information on how our early years curriculum would be delivered if this cohort of pupils attends our school

## 5. Inclusion

Inclusion means an equitable opportunity for all our pupils to learn through our curriculum, in a way that is meaningful to them, this means;

Teachers will plan lessons so that pupils with Autism, 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.

The School will ensure that all pupils regardless of their socio-economic background will have access to the full curriculum including any extended Schools' opportunities. For some pupils this may include supporting them with pupil

premium, the impact of which will be monitored and published through the School's website.

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

## **6. Monitoring arrangements**

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

- Head Teacher reports, joint learning walks, monitoring outcomes and ensuring that external scrutiny such as peer to peer challenge & support visits are used regularly.

Subject leadership groups monitor the way their subject is taught throughout the school by:

- With methods such as such as planning scrutiny, learning walks, book scrutiny and learning walks

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

This policy will be reviewed annually by the Head and approved under the Board's policy management arrangements and scheme of delegation.

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

This policy links to the following policies and procedures:

- EYFS policy
- Marking policy
- SEN policy and information report
- Equality information and objectives