DITCHAM PARK SCHOOL

Where every child is known and valued

Curriculum Policy

Compiled by	Headmaster
Approved by	Education Committee
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CURRICULUM AIMS

Our curriculum aims/intends to:

- Provide a broad and balanced education for all pupils that is coherently planned and sequenced towards cumulatively sufficient knowledge for skills and 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
- 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 a positive attitude towards learning
- Promote an appreciation of and respect for diversity
- Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
- Have a high academic/vocational/technical ambition for all pupils
- Equip pupils with the knowledge and cultural capital they need to succeed in life
- Provide subject choices that support pupils' learning and progression, and enable them to work towards achieving their goals
- Develop pupils' independent learning skills, metacognition and resilience to challenge
- Promote the learning and development of our youngest children and ensure they are ready for Key Stage 1

ROLES AND RESPONSIBILITIES

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
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- All courses provided for pupils up to the age of 16 that lead to qualifications, such as GCSEs, are approved by the secretary of state
- 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

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
- 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

Teaching Staff

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

The curriculum at Key Stage 1 and EYFS are the responsibility of the Head of EYFS/KS1. At Key Stage 2, each subject area is led by a subject co-ordinator.

In the senior part of the school, each department is the responsibility of a Head of Department. These members of staff have accountability for the curriculum within their subject area and for the progress and learning of the pupils within this.

ORGANISATION AND PLANNING

The curriculum at Ditcham Park follows the National Curriculum in all key stages. In the Junior Department, all weekly, medium and long-term planning is shared on SharePoint. All MTP makes reference to the fundamental British values which are recognised and discussed across the curriculum

PSHE/RSE is delivered as a subject area and the department has subscribed to Kapow Primary for the content and resources.

The spiritual, moral and cultural education of our pupils in embedded into our curriculum and is within our relationships with pupils and our ethos as a school.

In the senior school, PSHE – including RSE/HE - is the responsibility of the subject leader and HoS who ensure the curriculum is comprehensive and responsive to changes in KCSIE.

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 who have previously been in care/adopted
- 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 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 SEN policy.

MONITORING AND ARRANGEMENTS

Governors monitor whether the school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes the required subjects, through: school visits; Education Sub Committee; SLT; the Teaching and Learning Team.

At EYFS/KS1, the Head of EYFS and KS1 will monitor the way in which the curriculum is being planned and delivered. At KS2, this is done by the Head and Deputy Head of Juniors. At KS3 and KS4, Heads of Department monitor the way their subject is taught. These managers are also responsible for the way in which resources are stored and managed. This policy will be reviewed every year by Head of Juniors and the Head of Seniors. At every review, the policy will be shared with the full governing board.

LINKS WITH OTHER POLICIES

This policy links to the following policies and procedures:

- EYFS policy
- Marking and Feedback Policy
- Stretch and Challenge Policy
- Extra-Curricular Handbook