



SARACENS BELL LANE

CURRICULUM POLICY

Responsibility of (<i>see policy tracking sheet</i>):	Saracens Bell Lane
Approved by:	Local Governing Body
Date Approved (<i>by above</i>):	7 th October 2024
Next Review due by:	October 2026

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1. Introduction

We believe that all pupils have a right to a broad, balanced and relevant education that provides continuity and progression and takes individual differences into account. The curriculum and its delivery also reflect our values, which permeate all we do both in and outside the classroom, and extracurricular activities.

2. Roles and Responsibilities

The Principal, Senior Leadership Team (SLT), other Staff and the Governors will ensure that:

- All statutory 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. 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 communication technology
- The amount of time provided for teaching the curriculum is adequate
- 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 regular 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 Local Governing Body (LGB) is fully involved in decision making processes that relate to the breadth and balance of the curriculum
- Other members of staff will ensure that the school curriculum is implemented in accordance with this policy.

The Governors who make up the LGB will ensure that:

- It considers the advice of the Principal and the SLT when approving this Curriculum Policy, and when setting targets
- Progress towards annual targets is monitored
- Parents/carers receive timely reports on the progress of their child against clearly defined expectations
- It has oversight of the breadth and balance of the curriculum
- Members of staff understand that political issues must be presented to pupils in a balanced way.

3. Intent of the Curriculum

Staff members of the LGB, and the Saracens Multi-Academy Trustees (SMAT) believe that there is a strong positive correlation between success in life, and living the values of the school (Discipline, Hard Work, Honesty, and Humility). It is the aim of the academic curriculum, and the wider curriculum (including character education, enrichment opportunities, cultural capital activities, and the futures programme) to embed these values into the lives of our pupils; to bring about academic excellence and personal development; and to prepare pupils for the next stage in the education, employment, or training.

We also acknowledge the importance of reading and literacy, and so embrace the challenge as a whole school, of ensuring the pupils have a reading age that is at least commensurate to chronological age by the end of Year 6.

The curriculum offered should be broad and balanced and should:

- Cater for the needs of individual pupils of both genders, from all ethnic and social groups, including the most able and those who are experiencing learning difficulties
- Facilitate pupils' acquisition of knowledge and understanding
- Foster the values, qualities and skills that will help pupils to develop intellectually, emotionally, socially, culturally, morally, spiritually and aesthetically
- Be delivered through an exciting and stimulating learning environment
- Ensure that each pupil's education has continuity and progression
- Ensure that there is a match between the pupil and the tasks they are asked to perform
- Make use of the crucial role which parents/carers play in their children's education and encourage parental involvement in the educational process.

4. Implementation of the Curriculum

The Curriculum Intent will be achieved through:

- Outstanding teaching and learning in classrooms
- Creative opportunities to develop learning outside of the classroom
- Offering a wide range of activities to build cultural capital and reinforce learning in real-world environments (our enrichment programme is an initiative aimed at widening our children's knowledge and understanding of the world. This programme focuses on off and on-site learning opportunities using the wonderful resources available across London and Hertfordshire - visits, workshops and experiences focusing on cultural, artistic, historical and scientific learning for pupils throughout the year. Within year groups, trips are carefully planned to reflect the topics taught in the classrooms. This brings learning to life and enables children to make connections to the wider world).

The curriculum is further enriched by the use of themed learning weeks. The weeks that appear regularly throughout the year are Black History Week, Science Week, Feeling Good Week, Refugee Week, Number Day and Autism Week which provide opportunities for the children to take part in activities which are fun, develop learning and meet a range of children's needs.

Children in Years 5 and 6 all have the opportunity to take part in a residential visit. These trips provide memorable experiences alongside rich opportunities for high quality learning in a situation other than a classroom and allow for wider personal development and well-being.

- The school works closely with the local school sports partnership to ensure that a wide range of sporting opportunities, such as cricket coaching and bicycle training, happen within curriculum time and after school.

5. Impact of the Curriculum

The school's curriculum should help pupils to:

- Value discipline, hard work, honesty, and humility
- Be organised, resilient, questioning, independent, and creative
- Be able to communicate, research, plan, review, and revise
- Be enthusiastic and eager to put their best into all activities
- Develop the ability to make reasoned judgments and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Develop an accepting attitude towards people with different backgrounds and values
- Know how to think and solve problems mathematically in a variety of situations using concepts of number, measurement, shape and space, and handling data

- Be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes and to a variety of audiences
- Develop an enquiring mind and scientific approach to problems
- Have an opportunity to solve problems using technological skills including the use of new and developing technologies
- Have the opportunity to study a modern language other than English
- Be capable of communicating their knowledge and feelings through various art forms including art, music, drama and acquire appropriate techniques which will enable them to develop their inventiveness and creativity
- Know about geographical, historical and social aspects of the local and global environment, be aware of other times and places, and recognise links between family, local, national and international events
- Have knowledge and understanding of Christianity and of all the other major world religions
- Develop agility, physical coordination and confidence in and through movement
- Know how to apply the basic principles of health, hygiene and safety
- Feel prepared for the next stage in their development.

6. Arrangements for Monitoring and Evaluation

The LGB will receive an annual report from the Principal on:

- The standards reached at the end of Early Years Foundation Stage (EYFS), Key Stage 1 (KS1) and Key Stage 2 (KS2).

The curriculum is also monitored and evaluated in the following ways:

- Through reports to the LGB by a member of the SLT on the standards achieved by all pupils and all groups considered to be vulnerable
- By the LGB for issues relating to the general curriculum and its outcomes and the impact of any changes proposed by the SLT or by external agencies
- The views of pupils, parents/carers, staff and outside agencies are always taken into account by the SLT in informing curriculum change.

7. Links with Other Policies

This Curriculum Policy is linked to:

- More Able Policy
- Special Educational Needs/Disability (SEND) and Inclusion Policy.