

Green Lanes Curriculum Policy

It is our vision and aim to create a learning experience in which every child will achieve and realise their full potential. At Green Lanes primary school we create caring, confident and committed learners for life.

Date reviewed	Signed by Green Lanes governing body
Date reviewed	Signed by Headteacher
Date Reviewed	Signed by other consulted stakeholder
Due for review	Autumn 2012

Purpose

Green Lanes Primary School is a community where we believe there is a strong partnership between the governors, Head Teacher, staff, parents, community and children.

*It is our vision and aim to create a learning experience in which **every** child will achieve and realise their full potential. At Green Lanes primary school we create caring, confident and committed learners for life.*

The five key outcomes of **Every Child Matters** are to be used as the main performance indicators for the school. These are being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic well being.

We aim to meet these outcomes by providing a framework of care and consideration for all the children in a stimulating and welcoming environment whilst providing a broad and balanced curriculum that fulfils all the requirements of the National Curriculum.

This policy will also reflect and ensure that the Equality duties and protected characteristics of race, gender, disability, religion and belief, sexual orientation, pregnancy and maternity, gender reassignment are an explicit aim in the development of the curriculum policy.

Our aims are set to help our children become competent, confident learners who take pleasure and pride in their learning achievements

Status

Statutory

Main ECM outcomes: all

Relationship to other policies

The school policy on the curriculum embraces policies and procedures for admissions, assessment, charging and remissions, collective worship, drugs, equality, health and safety, homework, lettings, nutritional standards, performance management, school visits, SEN, sex education, staff discipline, 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 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 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 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.